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ABSTRACT

This curriculum unit provides middle-school teachers a series of innovative and easy-to-use lessons for the classroom. Five core lessons give students a background in the role of police in society and issues of community crime and safety, prepare students to take part in the Police Patrol simulation with actual officers, and challenge students to help improve police-community relations with projects of their won. Five extension lessons prepare teachers to provide instruction on key legal and public policy issues that often arise concerning the police, including the use of force, police field procedures, and officer discipline. These lessons can be used in any sequence or to address police-community issues as they arise. Each lesson contains complete student readings and worksheets, formatted as handouts for easy reproduction, and complete step-by-step teacher instructions for conducting the lesson in the classroom. (MM)

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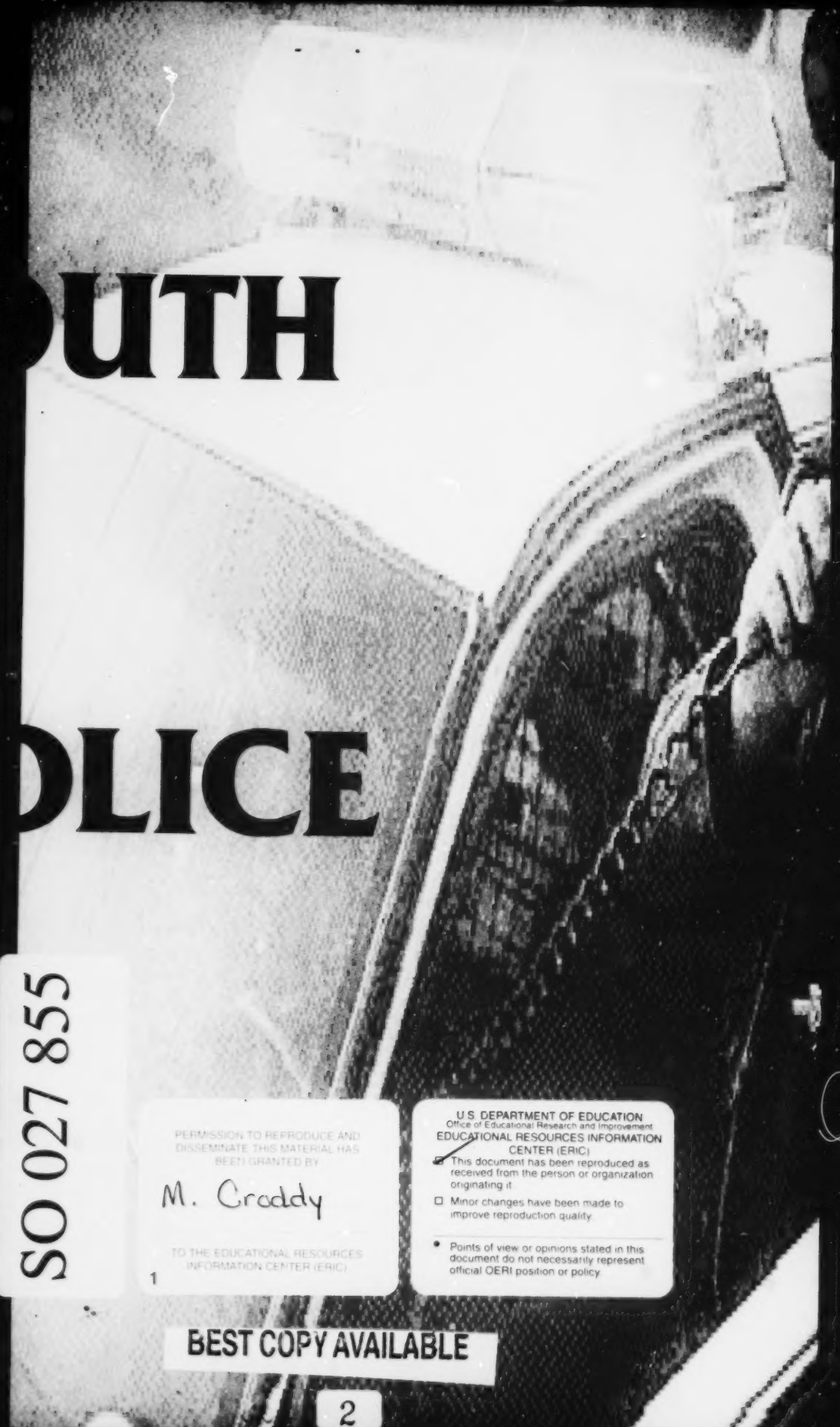

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The development of this curriculum project was funded by a special grant from the Los Angeles Unified School District.

YOUTH AND POLICE

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YOUTH AND POLICE

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Youth and Police

An Educational Program for Middle Schools from Constitutional Rights Foundation

TEACHER INTRODUCTION

Middle school is a very important and challenging time in a young person's life. During these years, adolescents experience rapid physiological and psychological change and develop attitudes that can affect them throughout adulthood. It is for these reasons that educational specialists emphasize middle-school improvement and programs to promote positive socialization. Middle school is also an important time to establish positive attitudes about the police and connections to the community.

Research indicates that the most significant predictor of negative attitudes about the police is previous negative interaction. Not surprisingly, positive interactions with the police serve as the most common factor in the development of positive attitudes. Unfortunately, for many young people, contact with the police is often a negative experience. This is especially true for urban middle-school youth who are testing boundaries by causing mischief, hanging out on the streets, and socializing with peers. While the police can try to minimize negative contact in the field, many such episodes are unavoidable without compromising officer or public safety. To improve police-community relations, it is vital to promote significant and ongoing positive contacts between officers and young people.

Research in the areas of delinquency prevention and the development of pro-social values among youth offers guidance about what kinds of police-youth contacts are most effective. They include those that help young people develop significant relations with officers; those that are integrated into a child's educational development; and those that provide students with a realistic and balanced presentation of the role officers play in society and in their communities. Drawing on these findings, Constitutional Rights Foundation (CRF) has developed *Youth and Police.*

Over the years, CRF has often been called upon to provide materials and training to help teachers address controversial community issues with their students. For example, after the 1992 Los Angeles riots, occasioned by the verdicts in the Rodney King beating trial, CRF developed materials and trained teachers to prepare them to discuss the issues of the trials and the disturbances in the classroom. Young people are often interested in issues relating to the police, including publicized use-of-force incidents, police treatment of young people in field situations, and gang suppression tactics. Without a technical knowledge of the law and police practices or lessons that can frame issues in a non-confrontational way, teachers often feel ill-advised to approach such subjects. This curriculum is designed to provide teachers with an ongoing resource that can be utilized as an intervention when such incidents arise in the community.

CURRICULUM GOALS

The goals of *Youth and Police* are to:

1. Forge ongoing relationships between all LAPD divisions and the middle-school communities they serve.
2. Improve middle-school youths' attitudes about the police and officer perceptions about youth.
3. Educate young people about the practices of law enforcement and the role of the police in society.
4. Educate young people about the scope and limits of police authority and the constitutional rights afforded citizens.
5. Encourage youth, parent, and community involvement in projects to improve school safety, prevent violence, and foster positive police-community relations.

THE MATERIALS

Designed in collaboration with LAPD officers and LAUSD middle-school teachers, *Youth and Police* provides middle-school teachers a series of innovative and easy-to-use lessons for the classroom. Five core lessons give students a background in the role of police in society and issues of community crime and safety, prepare students to take part in the Police Patrol simulation with actual officers, and challenge students to help improve police-community relations with projects of their own.

Five extension lessons prepare teachers to provide instruction on key legal and public policy issues that often arise concerning the police, including the use of force, police field procedures, and officer discipline. These lessons can be used in any sequence or to address police-community issues as they arise.

Each lesson contains complete student readings and worksheets, formatted as handouts for easy reproduction, and complete step-by-step teacher instructions for conducting the lesson in the classroom.

Core Lesson Sequence

Lesson 1: To Protect and Serve: Past, Present, and Future (I)

In this first lesson of a two-lesson sequence, students examine the role and function of the police in the historical setting of Tough Town, a western settlement of the mid-1800s, and explore the developmental stages of law-enforcement organization. Students are divided into small groups and evaluate a proposal for the development of a police department along modern lines. Students prepare to present their findings to the class.

Lesson 2: To Protect and Serve: Past, Present, and Future (II)

This is the second day of a two-part lesson in which students learn how Tough Town grew first to Big City and then to Modern City and faced such 20th-century challenges to law enforcement as adequacy of resources and effective community relations. Students then propose and discuss approaches for meeting these challenges.

Lesson 3: Crime-Free Schools (I)

This first lesson of a two-day lesson sequence introduces students to issues of crime and safety. In this lesson, students work in small groups as the hypothetical "Mayor's Task Force" whose mission is to decide how best to spend $100,000 to reduce crime in their school community. Students analyze several proposals by considering the pros/cons and cost effectiveness of each.

Lesson 4: Crime-Free Schools (II)

This is the second day of a two-part lesson sequence. Each student group presents to the class its plan for using $100,000. The teacher leads a guided discussion in which students explore issues of crime and safety in their own community. Discussion questions lead students to think about how police-community relations affect issues of crime and safety.

Lesson 5: Police Patrol

In this simulation, students are divided into small groups—with one group taking the role of police officers, the rest of citizens. Each citizen group is given a police call scenario to role play. The students taking the role of police work with adult officers to review a "Police Manual" and prepare to respond to the calls. Real police officers serve as resource people to provide background and coaching for those students taking the role of police. Both students and officers participate in a debriefing discussion and explore possible projects students could do to improve local police-youth relations. These ideas will lead to a culminating project.

Culminating Project: Improving Police-Community Relations

Students participate in the planning and implementation of a service-learning project to improve relations with police in their school community. Strategies for designing and completing projects are described, as well as a list of suggested projects including:

- Simple projects requiring few resources, which can be completed in one class period.
- Projects requiring the participation of police officers with students.
- More complex, long-term projects.

Extension Lessons

Lesson A: Police and the Use of Force

In this lesson, students learn about the law pertaining to levels of force that police may use in making an arrest or confronting suspects in the field. Students then take the role of officers and determine what level of force is permissible in given hypothetical situations.

Lesson B: Arrest and Search

In this lesson, students learn about the law of arrest and search and seizure. Students take on the role of television writers and develop scenarios illustrating police characters applying the laws of search and seizure in dramatic situations. Students then share their scenarios with the class.

Lesson C: The *Miranda* Rule

In this lesson, students learn about the history and case law relating to the *Miranda* warnings. Students then take the role of police officers in training at the academy to apply what they have learned to field situations.

Lesson D: Police Commission

In this lesson, students analyze and evaluate police procedures by taking the role of police commissioners. First, students read about police governance and descriptions of three proposed policies for police commission consideration. Then they evaluate, discuss, and decide whether or not to adopt the policy. Issues include the adoption of a juvenile curfew, proning, and enforcement of immigration laws.

Lesson E: Policing the Police

In this lesson, students learn about internal methods used to investigate and correct police misconduct. First, students read a piece describing the process of police discipline. Next, they take the role of members of a board of rights to make decisions whether, in a given case, a police officer police acted properly and, if not, what penalty should be imposed.

TEACHER TIPS

For best results when utilizing these materials, it is important that teachers feel comfortable about the use of outside resource people, the practices of interactive methodology, and the methods for handling controversial issues in the classroom. The following provides a brief review of these approaches.

Procedure for a Resource Person

1. Contact the resource person and arrange a visit to your classroom for the lesson. After sending a copy of the lesson, discuss the visitor's role and the goals of the lesson.

2. Place the visit in context. Explain the class's course of study and the objectives of the course.
3. Describe the audience. Tell the speaker how many students will be present, age range, interests, and achievement levels.
4. Discuss the length of the lesson, the teaching strategy that will be used, and the time allotted for the resource person. Alert the resource person to any special considerations: particularly difficult questions that could arise, strong feelings among the students about issues that will be covered, etc.
5. Request specific times and dates. Suggest two or three alternatives from which your guest can choose. Some resource persons can require considerable advance notice.
6. Be sure the speaker has the correct address, directions, and knows where to park.

Tips for Effective Small-Group Work

Small groups require all students to do their job and help others to improve their own work. The final product—the result of several people's best efforts—is better than what each individual could do alone. The following are some concrete suggestions for using small groups effectively:

1. Provide **clear instructions** to the group. It is best to give the group just one or two instructions at one time.
2. Prepare the students with adequate **knowledge and skills** to do the work (e.g., background readings, classroom discussion, understanding of roles to play, etc.).
3. Students must be given **enough time** to finish their task. Think creatively in advance about ways to occupy groups that finish ahead of other groups.
4. **Small groups** work best—from three to five students, and only two or three when a complicated written product is the intended outcome.
5. Teachers should consider how their **reward and evaluation strategies** affect the use of small groups. There should be a group reward for group efforts.
6. Be clear about **management issues** of groups. If someone must report back to the class on the group's work, there should be a process for selecting the reporter at the outset.
7. Teachers (and those in the classrooms around them) should be prepared for the **increased noise level** that occurs during cooperative-learning activities.
8. Form **diverse groups.** Mix students by skill level, social groupings, etc.
9. Teachers should **circulate, observe, and evaluate** what is happening in the groups.
10. Look for ways to encourage **interdependence** within a group. If possible assign each member a specific role. Groups are more effective when their success depends on every group member.

A Guide for Managing Controversial Issues

Controversy is a natural and essential part of our democratic system. This is particularly true when discussing issues of police misconduct, racial relations, and discrimination and proposed solutions to these problems, especially if there are any current controversies in the community. Some of the readings and hypothetical examples in these materials may be particularly sensitive. They were developed to serve two purposes: 1) to provide a factual basis for the discussion of the issues, and 2) to generate critical thinking, debate, and analysis of public policy on the part of participants.

Although each of the readings was extensively researched and reviewed to assure accuracy and a balanced presentation, a certain level of controversy is likely and should be encouraged if it is constructive and productive.

But if destructive or unproductive controversy arises in the course of presentation, try to clarify the nature of the disagreement by:

- Identifying the issue or issues under dispute.
- Identifying areas of agreement and disagreement.
- Identifying underlying assumptions and establishing a factual base.
- Challenging participants to concretely define terms and support opinions or statements with facts and reasons.

The process of definition may bring the subject to closure. If not, use an appropriate strategy for addressing the controversy, such as a discussion, research, formal debate, an anonymous writing assignment, mediation, or a forced perspective activity in which students must argue an issue from the "other" side. Some of these activities can be completed outside of the group or on an individual basis.

To help reduce unproductive controversy, establish certain ground rules:

- Participants must argue ideas, not personalities.
- Participants must represent the opposing position(s) fairly and accurately.
- Participants should attempt to understand the opposing perspective(s).
- Participants should be encouraged to admit doubts and weaknesses in their own position.
- Above all, the argument should concentrate on evidence.
- Participants should be given a chance to air their own views, hear their opponents' views, and examine both.

In some cases, controversy cannot and should not be resolved. In such cases seek closure by having participants agree to disagree until more information is available or new arguments for one side or the other arise. Assure participants that closure of a controversy does not mean one side wins, nor does an individual need to abandon his or her beliefs, and that there will be future opportunities to discuss the issue.

LESSON 1
To Protect and Serve: Past, Present, and Future (I)

Overview

Modern police forces can trace their origins to the mid-years of the 19th century. Throughout their history, urban police departments have faced, and continue to face, many challenges in effectively serving their communities including organization, sufficient resources, and community relations.

In this, the first lesson of a two-lesson sequence, students explore 19th-century developments of policing in a Western urban setting and focus on the challenge of police organization. Then, in a simulation, students take on the role of a town council to evaluate a proposed plan to address the policing problems of the town.

Teacher Tips

This lesson is part of the core sequence. It can be linked to the study of U.S. history or current events. After you administer the survey prior to the first lesson, you might hold a brief discussion based on the survey questions.

Objectives

Students will be able to:

- Identify three different historical police systems and describe their weaknesses.
- Describe the need for effective law enforcement.
- Evaluate a proposal for a modern police system and cooperatively present their findings.

Materials and Preparation

- **Handout 1.1: Survey on Police Community Relations**—1 per student. Conduct this survey prior to beginning *Youth and Police*. Students should respond anonymously. To measure attitudinal change, you can administer the same survey upon completion of all the *Youth and Police* lessons.
- **Handout 1.2: Tough Town**—1 per student
- **Handout 1.3: The Tough Town Council**—1 per student

Procedure

I. Focus Discussion—The Need for the Police

A. Lead a brief class discussion using the following question:

- What would life be like in the city if there were no police officers? (Students might suggest there would be no one to call if you were in trouble, crime would rise, traffic would get out of control.)

B. Explain to students that cities in the United States did not always have police officers and that in this lesson they are going to return to the past to find out what things were like.

II. Reading and Discussion: Tough Town

A. Have students read **Handout 1.2: Tough Town**.

B. Lead a class discussion, using the following questions:

1. How long ago did Tough Town exist? (The story takes place about 130 years ago, roughly in the 1860s and 70s.)
2. What problems did Tough Town face? (The town was confronted with numerous crime problems and lacked an effective law enforcement system.)
3. What law enforcement systems did Tough Town try? What was wrong with each system? (The three mentioned in the article were:

   a. Volunteer System: Officers served part time with no pay. The problems included a lack of training and difficulty of recruiting.

   b. Vigilante System: Citizens banded together to take care of the outlaws. The problems included a lack of legal authority, no training, and a disregard for the rights of the accused.

   c. Full-time, Fee System: Officers served full time but received fees instead of a salary. Problems included avoidance of dangerous duties, incentives to earn fees instead of making good law-enforcement decisions, and arguments over fees.)

III. Class Activity: The Tough Town Council

A. Explain that in this activity students are going to take the role of the Tough Town Council to evaluate the new proposal. Then divide the class into groups of four or five students each. Assign each group a number.

B. Distribute one copy of **Handout 1.3: The Tough Town Council** to each student and review the instructions. Make sure that each student in a group has a role. If a group has five students, assign two students to take the roles of answerers.

C. Read the proposal out loud and answer any questions students might have about it. Remind students about how much time they have to complete the assignment.

D. As the groups complete their assignment, write a chart like the one below on the board.

	Adopt/Not Adopt	Reasons
Council 1.		
Council 2.		
Council 3.		
Council 4.		
Council 5.		

E. When students have completed their assignment, call on each group's reporter to report the group's conclusion. Record the decision on the board along with the reasons. Also record any alternative suggestions. Pose clarifying questions to each group and encourage other students to ask clarifying questions.

F. Conclude the lesson by comparing the various findings of the groups and explain that in the next lesson students will see what happened to Tough Town later in time.

1.1 Survey on Police-Community Relations

How Do You Feel?

Circle the number that best describes your feelings about each question. Please answer the questions honestly.

A. How do the police and people in your community get along together?

Not Well				Great
1	2	3	4	5

B. How do *you* feel about police officers?

Negative Feelings				Positive Feelings
1	2	3	4	5

C. How many friendly experiences have you had with police officers?

None		5 or 6		Over 10
1	2	3	4	5

D. Do you think young people are as cooperative with the police as they should be?

No				Yes
1	2	3	4	5

E. How do you think police officers feel about people your age?

Don't like us				Like us
1	2	3	4	5

F. Do you think police-community relations could be better?

No		Maybe		Yes
1	2	3	4	5

Name _____ Date _____

1.2 page 1

Tough Town

About 130 years ago, Tough Town sat in the middle of a dry and dusty valley. Surrounding it were grass-covered hills where cattle and sheep grazed and wide-open fields where farmers raised wheat and hay. The town itself was not much to look at. In the Spanish-style, it consisted of a plaza and several streets lined with flat-topped adobe buildings.

The town had grown very fast. To the north, the gold rush had attracted thousands of men seeking their fortunes. This meant thousands of mouths to feed. Cattle prices rose and money poured into the little town causing a building spree. The town grew from a sleepy little pueblo of several hundred people, to a booming center of 5,000 residents in just a few years. While the town boasted a church and a hotel, it also contained nearly 50 gambling halls and saloons.

Tough Town got its name because it was just that—tough. Cowboys from the surrounding ranches dropped into town to drink, gamble, and have fun. Miners came to town to spend or find their fortunes. Pickpockets, horse thieves, and con artists roamed the streets looking for victims.

Brawls and gunfights often took place. Saloon fights would spill over into the

streets. In one period of just over a year, there were 40 killings and hundreds of robberies and burglaries.

But it was even more dangerous in the countryside around the town. There, cattle rustlers roamed the hillside looking for lonely cowboys to ambush or cattle herds to steal. Outlaws hid along the roads and in the mountain passes ready to pounce on travelers or rob a stage coach. Gangs of bandits sometimes raided ranches and the town.

To combat all of this lawlessness, Tough Town had only a county sheriff, a city marshall, and several deputies. These officers worked on a **volunteer system** and did not even get paid. They received no training. Several were killed on the

streets and had little chance of bringing law and order to Tough Town. Under these conditions, it was difficult to recruit lawmen.

Things were getting out of hand. In desperation, the citizens of Tough Town, including the mayor, decided to do something. They formed groups of men named the Rangers and the Guards. This was a **vigilante system**. The groups had no legal authority, but they rode out against the outlaws.

For a while the vigilantes were successful, capturing a number of outlaws and bringing peace to the countryside. But there were problems. Sometimes the Rangers caught and punished innocent people. Sometimes, working as a mob, they raided the town jail and hanged prisoners without a trial. They also were not trained or paid for law enforcement and could stop working at any time.

Then in 1869, the government of Tough Town decided to organize a **full-time, fee system** of law enforcement. It hired a town marshall and six deputies. These men were not paid a regular salary. Instead, they were paid for each task based on a fee. They also got a bonus for returning stolen property. For example, a deputy might receive two dollars for making an arrest. He might receive one dollar for collecting a fine.

While this system worked better than the unpaid officers or the vigilantes, it also had problems. Sometimes deputies would avoid dangerous duties or those that paid low fees. Sometimes deputies would get into arguments about who got to do what or who should earn the fee. In one case, the town marshall was killed by a deputy over a quarrel about the deputy's share of a reward. After a few years of this system, Tough Town was ready to try something else.

Today the Tough Town Council will meet to review a new proposal for bringing law and order to the town.

For Discussion

1. How long ago did Tough Town exist?
2. What problem did Tough Town face?
3. What law enforcement systems did Tough Town try? What was wrong with each system?

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Name _____ Date _____

1.3 page 1

The Tough Town Council

Instructions: You are members of the Tough Town Council. It is your job to decide whether the new proposal is a good way to bring law and order to the town. To do this follow these steps.

Step 1. Choose someone from your group to be:

- **Chairperson:** Leads the group's discussion.
- **Recorder:** Records your group's answers to the questions in **Step 3**.
- **Reporter:** Reports your group's answers to the class.
- **Answerer:** Answers any questions the class may have about your decision.

Step 2. Read and think about the following proposal for a new law- enforcement system.

The Tough Town Police Department: A few years before Tough Town was having all its problems, other cities developed the **police system**. In this system, the town would hire men on a full-time basis. Officers would be paid a salary, not fees or rewards. Officers would receive uniforms and equipment. Officers would be trained in police work. A chief of police would be in charge. The chief would report to the town council on crime conditions and what his department was doing about them. To begin with, the town would need a chief and 13 officers.

Arguments For: Many townspeople think the police system is a good idea. They believe that the new system would solve the problems of volunteer, vigilante, and fee systems tried earlier. They believe that a trained, professional force will have the skills and enough time to solve Tough Town's crime problems.

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Arguments Against: Some townspeople think the police system will cost too much. Paying for full-time salaries, equipment, and training will put a drain on the town's budget. They are also afraid that the department might get too powerful and interfere with citizen's rights.

Step 3. To decide whether to adopt the new system, discuss and write out your answers to the following questions.

1. What is the new police system?
2. What is it supposed to do?
3. What are the good things about the new system?
4. What are some bad things about the new system?
5. Should the new system be adopted? Why or why not?
6. If not, what system should Tough Town use?

Step 4. The group will make a two-part presentation. The reporter will report on the group's decision about the new system by giving the group's answers to the questions. The answerer will answer any questions.

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LESSON 2
To Protect and Serve: Past, Present, and Future (II)

Overview

In this second lesson of a two-lesson sequence, students explore 20th-century developments of policing in a Western urban setting. In this lesson, they explore the challenge of sufficient resources and the challenge of community relations. Then in a simulation, students take on the role of a city council and propose plans to address the policing problems of the city.

Teacher Tips

This lesson is part of the core sequence. It can be linked to the study of U.S. history or current events.

Objectives

Students will be able to:

- Identify two challenges faced by modern police departments—sufficient resources and a need for community relations.
- Create and present a proposal for solving a problem of a modern police system and cooperatively present their findings.

Materials and Preparation

- **Handout 2.1: Big City Blues**—1 per student for half the class
- **Handout 2.2: Modern City**—1 per student for half the class
- **Handout 2.3: The Council Steps In**—1 per student

Procedure

I. Focus Discussion

Explain to students that in this lesson they are going to find out what happened to Tough Town in the 20th century after it got its police department.

II. Group Readings—20th Century Challenges

A. Divide the class into groups of five or six students. Designate half the groups, "A" groups, and the other half, "B" groups.

B. Distribute **Handout 2.1: Big City Blues** to each student in the "A" groups, and **Handout 2.2: Modern City** to each student in the "B" groups.

C. Have students complete their readings and answer any questions they might have.

III. Group Activity—The Council Steps In

A. Distribute **Handout 2.3: The Council Steps In** to all students and review the roles and steps. Assign any extra students the role of answerers. Instruct students to complete their assignment.

B. While students work in groups, write the following chart on the board:

"A" Groups Plan

1.

2.

3.

"B" Groups Plan

1.

2.

3.

C. Arrange the room so that the "A" groups and "B" groups are facing one another. Then tell the class it is time for the news conference. Call on the reviewer and reporter from one of the "A" Groups to make a presentation. Summarize the plan on the board in the appropriate spot. Ask clarifying questions and encourage students from the "B" groups to ask questions.

Repeat the process for the remaining "A" groups deleting the reviewer's part as appropriate. Then continue the process for the "B" group presentations.

When all groups have reported, you might have the class select the best "A" and "B" group plans.

IV. Debriefing

Explain to students that over the last two days they have examined issues that confront many police departments. Further explain that many cities have dealt with these problems of how to organize law enforcement, how to provide services and how to better relate to the community. Then ask:

- What can we do to help the police provide better law enforcement? (Students should be encouraged to state and support ideas.)

Name _____ Date _____

2.1 Big City Blues

By the 1920s, Tough Town had grown up to become Big City. Now, over 1 million people lived in Big City. And because of its fine weather and economic opportunities, both tourists and new residents from around the country arrived every day. The city also attracted new businesses and industries. Factories, movie studios, and oil fields dotted the landscape.

To make room for all of the new people, the city began to spread out. Originally, the whole town had covered only a few square miles. By the late 1920s, it had grown to cover more than 300 square miles. Hay fields and cattle ranches gave way to housing developments as the city sprawled in every direction.

Of course, by now Big City was no longer troubled by cattle rustlers or horse thieves. But it still had its problems with crime. Gambling was a problem, as were the con artists who came from all over the country to cheat the tourists who visited. Burglars broke into houses in many of the new developments. The city still had its share of killings and robberies.

The police department had changed, too. It now had more than 700 officers to enforce the law. No longer housed in one central location, the officers worked out of stations spread out around the city. Instead of horses, the officers walked on foot or rode bicycles. Some also used automobiles. They had new uniforms, up-to-date equipment, and new scientific ways to solve crimes. But they still faced many problems.

For one thing, Big City was becoming choked with car traffic. Officers had to spend much of their day directing motorists and writing tickets. This left less time for patrol or investigating crimes. Second, there were just not enough police officers to cover the whole town. Sometimes it took a long time to respond to a call for help. Burglars and robbers worked in outlying neighborhoods where the police rarely patrolled.

Something had to be done. The Big City Council decided to take action.

Name _____ Date _____

2.2 Modern City

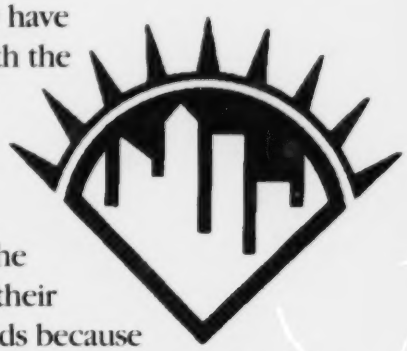
Today, what was Tough Town, and grew to Big City, is now a huge Modern City. It has many economic opportunities. It has colleges and museums. It has several major sports teams.

Over the years many different kinds of people have come to live in Modern City. Its population has become more diverse than ever. Ethnic neighborhoods enrich the city with a variety of foods, cultures, languages, and products.

Unfortunately, Modern City also has its share of problems. Some areas of the city suffer from poverty and a lack of jobs. Some areas of the city have fallen into disrepair and are scarred by graffiti.

Crime is a problem everywhere in the city. In some neighborhoods, people are afraid that their houses will be broken into. Other neighborhoods are fearful about drugs, crimes of violence, and gangs. Some of the poorest neighborhoods suffer the most from crime. There, many people are afraid to let their children play outside.

The modern police department works hard to tackle the crime problem. Its officers speed from one area of the city to another in their police cars. Patrol cars are linked by computers. Officers are well-trained and work hard to solve crimes and other problems. But there are just not enough police officers to go around.



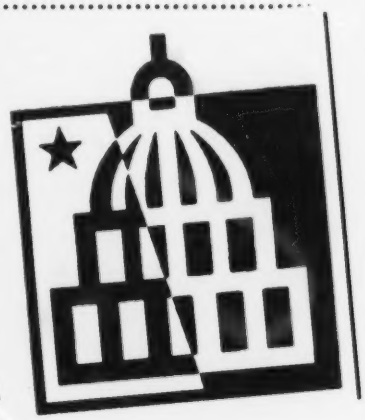
Some people have problems with the police. They believe that the officers do not understand the problems of their neighborhoods because they do not take the time to get to know the people and their concerns. Others think that the police use too much force. Some young people think the police pick on them because of their race or the kinds of clothes they wear. Others believe that the police department does not assign enough officers to their neighborhoods.

Most police officers think they are doing a good job. Many agree that they don't always understand a neighborhood, but to do so takes time. And they do not have it. They point out that police work can be very dangerous and that they must use force to protect officer safety. They also complain that they are asked to deal with a lot of social problems—drugs, family problems, and homelessness. But they also argue that to really solve crimes, they need the help of the people for information and to head off crime before it happens.

Something has to be done. The Modern City Council decides to take action.

Name _____ Date _____

2.3 The Council Steps In



You have been appointed to the City Council. It is your job to solve the city's policing problems as described in the story you just read. Your group must come up with a plan to help the police fight crime and meet the needs of the community. When you have completed it, you will present it at a news conference. To accomplish your task, follow these steps.

Step 1. Choose someone from your group to be:

- **Reviewer:** Summarizes the facts of your story.
- **Chairperson:** Leads the discussion.
- **Recorder:** Records your group's answers to the questions in **Step 3**.
- **Reporter:** Reports your answers to the class.
- **Answerer:** Answers any questions the class may have about your decision.

Step 2. Review the facts from your story and help the reviewer prepare a summary.

Step 3. Brainstorm at least five ideas for solving the policing problem discussed in your story. As a group, choose the best one. Write it down. Then discuss and write out the answers to these questions about your plan:

1. What problem or problems will this plan solve?
2. What good things will result if your plan is adopted?
3. What are some possible problems with the plan?
4. Why should this plan be adopted? (Give at least two reasons.)

Step 4. Prepare a brief two-part presentation of your plan for the news conference. In Part I, the reviewer summarizes the facts of your story. In Part II, the reporter makes a brief presentation that covers the answers to the questions. Answerers should be ready to handle questions.

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LESSON 3
Crime-Free Schools (I)—The Mayor's Task Force

Overview

This lesson introduces a two-day simulation in which students become a Crime-Free Schools Task Force appointed by the mayor of a hypothetical community. The mission of the task force is to determine the best way to spend funding intended to address crime by improving school safety. In these lessons, students will analyze the effectiveness of five proposals before choosing the plan that makes the best use of the funding.

In this lesson, students will listen to a reading of the mayor's speech before they break into groups to read and analyze five Crime-Free Schools plans.

Teacher Tips

Effective law enforcement requires the cooperation of all the communities it serves. The school community is no exception. This lesson helps students place issues of law enforcement and public safety in the context of their own lives and that of the school.

Objectives

Students will be able to:

- Read and summarize five hypothetical plans.
- Identify and describe the main points of each plan.
- Determine and describe the effectiveness of each plan in terms of benefits and costs (pros and cons).

Materials and Preparation

- **Handout 3.1: The Mayor's Speech**—to be read by teacher
- **Handout 3.2: Crime-Free Schools Plans**—1 per student
- **Handout 3.3: Pros & Cons**—1 per student

Procedure

I. Focus Discussion—School Safety

A. Tell students about a recent survey which reports that nationwide 34 percent of middle school students feared becoming crime or violence victims at school. Then conduct a brief class discussion by asking:

- How many of you ever have fears about crime or violence at school? How many do not? (Count up the show of hands and calculate the percentage who do. Compare to the national average.)
- What could we all do to make our school and community a safer place? (Students should be encouraged to make suggestions.)

B. Tell students that in the next activity they are going to explore various ways for them to make schools a safer place.

II. Set-Up—The Mayor's Speech

A. Explain that students are going to take the role of a special task force appointed by the mayor of Glen Hills. Their job will be to think about the best ways to fight crime in the community. To begin, the task force will hear a speech from the mayor of Glen Hills.

B. Read **Handout 3.1: The Mayor's Speech** to the class.

C. After reading the speech, conduct a brief discussion using the following questions:

1. What problem is the mayor talking about?
2. Who is affected by this problem?
3. How does the mayor want to use Crime-Free Cities funding?
4. Why does the mayor want to use some of the Crime-Free Cities funding for schools?
5. Why has the Crime-Free Schools Task Force been called together?

III. Small-Group Work—The Crime-Free Schools Task Force

A. Tell students that, as the Crime-Free Schools Task Force, their job will be to choose the best way to spend $100,000 to help create safer schools. The first step will be to look at several options and think about the pros and cons of each.

B. To help students understand the concept of pros and cons, ask: "Suppose your city government decided that, in order to reduce teen-age crime, people between the ages of 12 and 18 would have to be accompanied by an adult anytime they left their school or their homes. What might be good about this plan? What might be bad?"

Explain to students that most plans, or options, to solve community problems have some good elements (pros) and other elements that might cause other problems (cons). Tell students that before a plan goes into action, it is important to look at its pros and cons to determine how the plan will affect the community.

C. Divide the class into groups of three to five students. Distribute **Handout 3.2: Crime-Free Schools Plans** and **Handout 3.2: Pros & Cons** to each student.

D. Inform students that each group should do the following tasks:

1. Read each of the five plans.
2. Discuss the pros and cons of each plan.
3. On the **Pros & Cons** worksheet, list one or more reasons why each plan is good and why each plan might not be good. (Every student in the group should fill out a **Pros & Cons** worksheet. Students will use this information in the next two lessons.)
4. Choose a reporter to share the group's findings with the class.

E. Remind students that they have five plans to consider; they will need to move quickly through each plan. Tell students how much time they will have to complete the tasks.

V. Group Reports—Pros and Cons of Plans

A. Write the number and title of each plan on the board. For each plan, ask a student to describe what the plan is about and then ask the groups to share their pros and cons about the plan.

B. After all plans have been discussed, ask students to describe which plans they like best and why. Point out that thinking about the pros and cons of different plans helps find the best option.

VI. Set-Up—Preparation for Lesson 4

A. Ask students what other information they might need to decide which plan is best.

B. Remind students to bring their worksheets—**Crime-Free Schools Plans** and **Pros & Cons**—to the next lesson.

Name _____ Date _____

3.1 The Mayor's Speech

Good afternoon, ladies and gentlemen. For most of us, Glen Hills is a good place to work, live, and raise our children. But today Glen Hills faces a growing problem.

This problem touches all of us. I am talking about crime in Glen Hills. I do not want to blame any group. I want us to work together to fight crime.

Glen Hills is not alone. Cries for help in preventing crime have been heard all across the nation. As a result, Congress has approved a new anti-crime program called Crime-Free Cities. Through this funding, $500,000 will be made available to our community. It is our job to use this Crime-Free Cities funding to make Glen Hills safer for ourselves and our children.

Crime often strikes at young people. Violence is now one of the leading causes of death among people under the age of 18. Many schools across the country, once safe havens of learning, are now fighting crime both inside and outside their campuses.

In making Glen Hills a safer community, we cannot overlook our schools. As our schools and the neighborhoods surrounding them become crime-free, our entire city benefits. For this reason, I am setting aside $100,000 of the Crime-Free Cities funds to be used strictly for fighting crime in and around schools.

I have created a special Crime-Free Schools Task Force made up of young people. You are members of this task force and your job will be to decide on the best way to spend the $100,000 to make schools and the communities surrounding them safer.

I firmly believe that this $100,000 for schools will be the most important money we spend on combating this serious community problem. Remember, by investing in our youth today, we create a better future for tomorrow.

I wish the Crime-Free Schools Task Force good luck, and I look forward to hearing your ideas soon.

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Name _____ Date _____

3.2 Crime-Free Schools Plans

Plan #1 **Crime Prevention Classes**

Glen Hills police officers would come to classrooms to teach students ways to prevent becoming a victim of crime. At school in the evening, officers would teach adult classes for parents and community members. These classes would help citizens learn how to organize neighborhood watch groups and would teach other forms of crime prevention. The classes would be videotaped. The videotapes would be used to train other officers to teach classes at other schools. **Cost: $50,000**

Plan #2 **Tools for Safety**

This plan would pay for new fences, lights, and metal detectors in Glen Hills school buildings and grounds. These improvements would make each school more secure and might help fight on-campus violence. Parents have volunteered to help make these improvements. **Cost: $60,000**

Plan #3 **First Step: In-School Detention**

First Step would be an in-school detention program for students who keep disrupting classes. A teacher and part-time counselor would help First Step students improve their attitude, behavior, and study skills. Separate classrooms at each school would allow these specially trained teachers to work closely with First Step students during school hours. This would allow other students to continue their normal studies with less disruption. First Step teachers would teach units on crime, violence, and school safety and would give extra help to any students with learning problems. **Cost: $40,000**

Plan #4 **Safety Patrol**

This plan would pay for two full-time security officers to patrol the streets around Glen Hills schools. These officers would patrol weekdays from 7 a.m. To 4 p.m. They would protect students traveling to and from school. These officers would also assist Glen Hills school security officers with problems on the school grounds and keep in radio contact with the Glen Hills Police Department. **Cost: $95,000**

Plan #5 **Crime Prevention Call In**

This plan would provide a 24-hour telephone line. Information received on the hot line would be passed on to the Glen Hills Police Department. The identity of the caller would be protected, and callers would receive reward money for information that helps to locate and convict violent offenders. **Cost: $40,000**

Name _____ Date _____

3.3 Pros & Cons

Read each plan. Write the main idea of the plan. Write things that are good about the plan in the "Pros" box. Write problems with the plan in the "Cons" box.

Plan #1: Crime Prevention Classes		
Main Idea	Pros	Cons
Plan #2: Tools for Safety		
Main Idea	Pros	Cons
Plan #3: First Step: In-School Detention		
Main Idea	Pros	Cons
Plan #4: Safety Patrol		
Main Idea	Pros	Cons
Plan #5: Crime Prevention Call In		
Main Idea	Pros	Cons

LESSON 4
Crime-Free Schools (II)—The Task Force Decides

Overview

This lesson is the second of two-day simulation activity called Crime-Free Schools. In this lesson, students will meet once again as the hypothetical Glen Hills Crime-Free Schools Task Force. Their mission is to review and select plans to address problems of school safety and crime.

Objectives

Students will be able to:

- Evaluate and rank options that best address the problems of crime and school safety.
- Describe current police-community relations in their area.
- Prepare to meet with law enforcement resource people to find out more about the problems of crime.

Materials and Preparation

- **Handout 4.1: Task Force Report Card**—1 per group of 4–6 students
- Students should bring **Handout 3.2: Pros & Cons**.

Procedure

I. Introduction—Reviewing the Task Force's Mission

A. Tell students that today the Crime-Free Schools Task Force will meet to decide on a plan to present to the mayor of Glen Hills. Remind students they have looked at the five plans to address crime. They have considered the pros and cons of each plan.

B. Explain that today they will use what they have learned about the plans to find the best option for spending the $100,000 of Crime-Free Schools funding.

II. Small-Group Work—The Task Force Decides

A. Divide the class into groups of four to six students. Make sure that students form into groups that are different from the Task Force teams in Lesson 4. Distribute a **Handout 4.1: Task Force Report Card** to each group.

B. Tell students that each group will need to complete the following tasks:

1. Choose a group leader and a group reporter.
2. Review the **Pros & Cons** worksheet from Lesson 3.
3. Rank the plans in order starting with the one your group likes the best.

4. Decide how your group will spend the $100,000 to improve school/community safety. Will you choose one plan or a combination of plans?
5. When your group decides, fill out the **Task Force Report Card**.
6. Prepare to present your plan to the class.

III. Group Reports—Sharing Proposals

A. Ask the reporter for each group to share the group's plan for spending the Crime-Free Schools funding. As each group reports, ask questions to guide students in fully explaining their decisions.

B. After all the groups have reported, lead a brief discussion asking the following questions:

- Which of the five plans was most popular? Which seemed weakest? Why?
- Of the five plans, which do you think parents would like best? Teachers? Business people in the community? Police officers? Would any of these groups have strong opinions about any one proposal?
- What additional ideas can you think of that might have been presented to the Glen Hills Task Force?
- Before taking action, why is it important to think about the pros and cons, costs, and how others would feel about a plan?

IV. Debriefing—Crime Issues in Our Community

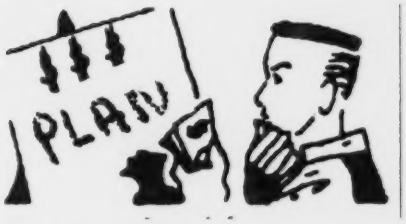
Lead a discussion asking the following questions:

- What kinds of things does our school/community share in common with Glen Hills?
- Do you think crime is an important issue in our community? Why or why not?
- Several of the options for the Crime-Free Schools Task Force dealt with citizens working with police officers. Why are police-community relations important when we think about safe cities, safe schools, and crime prevention?
- How could better police and community relations affect the crime problem in our city?

Name _____ Date _____

4.1 page 1

Task Force Report Card



Step 1: Rank the plans in order, from your most favorite to your least favorite.

CHOICE	REASONS	COST
First Place Plan # _____ Title_____		$
Second Place Plan # _____ Title_____		$
Third Place Plan # _____ Title_____		$
Fourth Place Plan # _____ Title_____		$
Fifth Place Plan # _____ Title_____		$

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Step 2: Consider the costs and how effective the plans would be. What can you get for $100,000?

Step 3: Make a decision!

Our Final Plan	Total Cost
Two reasons why this plan is effective:	
1.	
2.	

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LESSON 5
Police Patrol

Overview

This lesson gives students the opportunity to make positive contact with police officers in an engaging simulation and discussion. The discussion will provide students with ideas for their culminating project.

First, in a simulation, students role play interactions between police and the public and learn how it feels to handle realistic situations facing the police. Then in a discussion, students and police officers seek solutions to problems of police-community relations.

Teacher Tips

This lesson requires at least one police officer and a two-hour block. If you cannot have a two-hour block, you will have to divide the lesson into two parts. Try to arrange for the same officers to return, because they will have already established rapport with the students.

Objectives

Students will be able to:

- Recognize some problems and hazards of police work.
- Identify problems in police-community relations in their area.
- Develop project ideas for improving police-community relations.

Materials and Preparation

- Invite at least one police officer to take part in the lesson. Send participating officers a copy of **Handout 5.1: Officer Instructions for Police Patrol**, **Handout 5.2: Officer Instructions for Police-Community Relations Discussion**, and **Handout 5.4: Police Manual** before their visit. This allows officers to feel prepared and comfortable with the activity before working with your students.
- **Handout 5.3: Police Calls**—1 Police Call per citizen group of 4 students (the extra Police Call is in case you or students want additional situations).
- **Handout 5.4: Police Manual**—1 per student acting as police office. You can copy the two pages of this handout back-to-back and fold to make it into a manual.
- **Handout 5.5 Police-Community Relations Discussion Questions**—1 per group

Procedure

I. Citizen and Police Groups

A. Tell students that today they will have a chance to see what it is like to be a police officer on patrol.

B. Divide the class into groups of six students each. Assign each group a number.

C. Instruct the groups to send two people to the front of the room. These students will role play police officers, while the rest of the group will be citizens making a police call. Police officers serving as resource people will need to work with the police group.

II. Preparing for Role Play

A. After the police group is established in the front of the room, distribute one **Police Call** to each citizen group. Do not let the police group see the **Police Calls**. Tell each citizen group to plan a skit acting out the situation described on its **Police Call** card. All members of the group must have a role in the skit.

B. Distribute **Police Manuals** to the students in the police group. Ask the resource officers to assist the students in reading and understanding the manuals.

C. Explain that after students prepare, one person from each of the citizen groups will act as the "caller" and call out to the police group the situation. The student officers attached to that group will then come to the scene and the citizens will act out their situation. The student officers will respond as they have been trained. Ask the adult officers to accompany the students answering the call and to coach the students during the role play as needed.

D. Remind all groups that they will have 15 minutes to prepare for their police call role play.

III. Group Role Plays

A. When groups are prepared to role play, set the scene by reading the appropriate scene (below) before each group performs. Then have the "caller" loudly ask police for assistance. As soon as the police attached to that group arrive, the role play should begin.

Scene #1: This takes place in a park. Some people who may be gang members are bothering people.

Scene #2: This takes place in a store. A person is doing strange things, which scares other people.

Scene #3: This takes place in front of an apartment building. Some young people look as if they are dealing drugs.

Scene #4: In this scene, the people are riding in a car that does not belong to them.

Scene #5: This takes place in a grocery store. Some young people are accused of shoplifting.

Scene #6: In this scene, the person driving the car has had a few drinks.

Scene #7: In this scene, some people see someone in their backyard.

B. After each police call is acted out, lead a brief discussion with the whole class (including the officers) asking the following questions:

- How realistic was the role play?
- Did the citizens behave realistically?
- What about the police?
- Was this a crime call or a service call?
- Would anything else have happened?

Repeat the process with each citizen group.

IV. Debriefing of Simulation

After all groups have role played and discussed their situations, lead a class discussion of the simulation using the following questions:

- What have you learned about police work today?
- How did you feel when you played the role of citizens? Police officers?
- How do you think fear affects police-community relations? Think about the fears of both citizens and the police.
- What do you think might be the hardest part of police work?

V. Police-Student Group Discussion

A. Explain that next everyone will have a chance to:

- Discuss current police-community relations in their area.
- Explore options for improving police-community relations.
- Identify potential action projects to address police-community relations in their school community.

B. Divide students into equal-sized groups. Assign one officer to each group. If only one officer participated in the simulation, conduct the discussion as a large group.

C. Introduce the officers to their groups and explain that he or she will be guiding a discussion about how to improve police-community relations.

D. Distribute **Police-Community Relations Discussion Questions** to each group and ensure that each group selects a recorder. Chart paper may be helpful. Ask each group to discuss and record answers to the discussion questions:

1. What are police-community relations like in our area?
2. What attitudes and behaviors might cause poor police-community relations?
3. What could schools do to improve police-community relations?
4. What could parents do? Police? Young people?
5. What are three project ideas that students and police officers could work on together to improve police-community relations?

Remember: Police officers may not be experienced in leading student discussions. It may be necessary to monitor groups to facilitate discussions and assist the officers.

VI. Group Reports and Debriefing

A. Ask each group to share three project ideas. Record ideas for future use.

B. Ask students what they could do to address the issues they have discussed today.

5.1 Officer Instructions for Police Patrol

Police Patrol is a popular simulation used with students of all ages—elementary, middle school, high school, and beyond. Its basic purpose is to improve student-police relations by involving both in a fun activity that gives students a better understanding of police work.

The simulation is fairly simple. The class is divided into groups. One group role plays police officers. The other groups act out situations that the "police officers" must respond to.

Your part in the simulation is as follows:

1. **Introduce yourself.** (2 minutes.) When the teacher introduces you, briefly tell students where you work and what you do.
2. **Mentor "Police Officers."** (15 minutes.) When the class breaks into groups, you will work with the group of about 12 students role playing police officers. These students will have a "Police Manual," a copy of which is enclosed. Review the manual with the students. Explain basic police procedures and reasons for them. In particular, stress the following:
   - If citizens are arguing, separate them and get their stories when they are apart from each other.
   - Be sure to protect yourself, your partner, and other citizens from attack.
   - Treat all people firmly and fairly.
3. **Participate in and critique the Police Calls.** (30 minutes.) Each of the other groups will have prepared a situation for the pairs of "officers" to respond to. For example, instructions for one police call reads:

   Your group will act out a skit where a family hears noises in their yard after dark. The family believes there is a prowler on their property. They see someone dart into the bushes. The person seems to be carrying something.

   When each pair of "officers" is called, go with them and coach them. (You might whisper tips in their ears or call out "freeze" and stop the Police Call for a moment and discuss the situation with the whole class.)

   After each Police Call, the teacher will lead a discussion on it. Help students understand how police would react in real life and why they would react that way.
4. **Take part in the debriefing.** (10 minutes.) When all the groups finish, the teacher will lead a discussion on the activity. Help students understand the difficulties and dangers of police work.

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5.2 Officer Instructions for Police-Community Relations Discussion

Following the Police Patrol simulation, a discussion will be held. The simulation creates a positive interaction between police and students. The discussion session builds on this interaction and focuses on improving police-community relations.

This session will go as follows:

A. You will be introduced by the teacher.

B. The teacher will break the class into groups, with one officer leading each group. If you are the only officer, then the class will remain as one group.

C. In your group, you will lead a discussion. This will take approximately 20 minutes. Make sure one student records the responses to the questions. It's probably best if after each question has been discussed, the recorder reads back the responses. The questions are as follows:

   1. What are police-community relations like in our area?
   2. What attitudes and behaviors might cause poor police-community relations?
   3. What could schools do to improve police-community relations?
   4. What could parents do? Police? Young people?
   5. What are three project ideas that students and police officers could work on together to improve police-community relations?

D. Each group will report back its responses. It would be helpful if you make sure your reporter knows what to say.

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5.3
page 1

Police Calls

Police Call #1

Your group will act out a skit where gang members are bothering people in a park. One person calls the police.

Citizens: Two or three gang members
Two or three people in the park

Caller: "Police, come quickly! Gang members are threatening people!"

Police Call #2

Your group will act out a skit where a person is acting very strangely in a store. A shopkeeper calls the police.

The person is knocking things over and saying words that don't make much sense. The person seems out of control.

Roles: Two or three shoppers
The person acting strangely
The shopkeeper (the caller)

Caller: "There is a crazy person in my store who is knocking things down."

Police Call #3

Your group will act out a skit where some teen-agers are hanging out in front of an apartment building. The people in the apartment house think the teen-agers are dealing drugs. One person calls the police.

Roles: Two or three young people
Two or three people in the apartment building.

Caller: "Police, come quickly! Some teen-agers are dealing drugs!"

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Police Calls

Police Call #4

Your group will act out a skit where some people are riding in a car that does not belong to them. The car's owner calls the police.

Roles: Three or four people in a car

Caller: "Police, do something! Someone stole my car!"

Police Call #5

Your group will act out a skit where some teen-agers are accused of shoplifting in a grocery store. A clerk in the store calls the police.

Roles: Two or three teen-agers
One or two grocery clerks

Caller: "Police, come quickly! We've caught shoplifters."

Police Call #6

Your group will act out a skit where everyone in a car is drinking. The driver has had at least three drinks.

Roles: Three or four people riding in a car

Caller: "That car is weaving!"

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Police Calls

Police Call #7

Your group will act out a skit where a family hears noises in their yard after dark. The family believes there is a prowler on their property. They see someone dart into the bushes. The person seems to be carrying something.

Roles: Two or three family members (one is the caller)

The prowler

Caller: "Police, please hurry! There is a prowler in our back yard."

Police Call

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5.4

POLICE MANUAL

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The Police Officer's Oath

As a police officer, my duty is to serve people, to make lives and property safe, to protect the innocent, and to respect everyone's Constitutional rights to liberty, equality, and justice.

Department Regulations

1. You cannot use unnecessary force. You can only use your weapon in self-defense, to protect others, or if it is reasonable and necessary to do so. For example, you might use it to arrest a suspect you think is armed and dangerous.

2. You *may* make an arrest if there is a good reason to think a person has broken a law. (Good reason is called "probable cause" in law.)

   Instead of arresting, you may warn and advise or give a ticket.

3. "Stop & Frisk"

   You may frisk a person if you have a good reason to think that the person:

   - has committed a crime;
   - is about to commit a crime; or
   - is armed.

   You may also search the area within that person's reach for weapons. Ask your police officer about the rules of frisking.

4. *Miranda* Warning

   When you make an arrest, before you can ask the suspect about the crime, you must make the following statement:

   a. You have the right to remain silent.

   b. Anything you say can and will be used against you in a court of law.

   c. You have the right to talk to a lawyer and have the lawyer present with you while you are being questioned.

   d. If you cannot afford to hire a lawyer, one will be appointed to represent you before you are questioned.

   e. Do you understand each of these rights that I have explained to you?

   f. Now that you know your rights, do you wish to talk to us now?

If the suspect answers "yes" to questions "e" and "f," you may interrogate him/her (ask questions about the crime).

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Name _____ Date _____

5.5

Police-Community Relations Discussion Questions

Work with a police officer to answer the following questions:

1. What are police-community relations like in our area?

2. What attitudes and behaviors might cause poor police-community relations?

3. What could schools do to improve police-community relations?

4. What could parents do? Police? Young people?

5. What are three project ideas that students and police officers could work on together to improve police-community relations?

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CULMINATING PROJECT
Improving Police-Community Relations

Overview

This is the culminating project for *Youth and Police*. Students select one project from various project ideas and plan, implement, and evaluate a service project to improve police-community relations.

Teacher Tips

When you finish all *Youth and Police* activities, you can conduct once again the survey on **Handout 1.1: Survey on Police Community Relations**. Have students compare the results of the two surveys.

Materials and Preparation

- Decide in advance:
  - How much class time can students spend on a project?
  - Will you limit the project to school or can students do a project that requires them to go off-site?
  - Will the whole class do one project or will separate groups do projects?
  - Will you decide on a project in advance and guide the students to choose that project, or will you give the students several projects to choose from, or will you let the students decide for themselves on a project? (Note: The more decisions students make themselves, the greater their buy-in to the project.)
- **Project Ideas**—1 per student
- **Project Form**—1 per student
- **How to Fill Out the Project Form**—1 per student

Objectives

Students will be able to:

- Plan and implement a service project designed to improve police-community relations.
- Evaluate the planning and effectiveness of their service project.

Procedure

I. Introduction

Explain to your students that they are going to do an action project to help police-community relations. Set the guidelines (time, place, manner) for their projects. It's also a good idea to assign students to keep individual journals about the project. This will aid your individual evaluation of the students.

II. Selecting an Action Project

In the Police-Community Relations Discussion, students came up with project ideas. If students need more ideas, distribute **Project Ideas** and brainstorm additional ideas. Discuss the various ideas and decide on a project.

III. Planning the Project

Distribute and have students read **How to Fill Out the Project Form**. Distribute **Project Form**. If teams are doing different projects, have each team submit a **Project Form**. If the whole class is doing the same project, you can plan the project as a whole group or you can assign a committee to submit a project plan on the **Project Form** for the whole class to review.

IV. Doing the Project

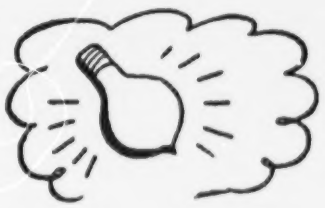
If the whole class is doing the project, tasks may be divided among committees with a project coordinating committee overseeing the entire project.

V. Evaluating the Project

Have students evaluate the project based on their evaluation plan. Have students also evaluate how well they planned, how well they worked as a team, and what they learned from the project.

Name _____ Date _____

Project Ideas



1. Take a school survey on police-community relations and publish the results in the school and local newspapers.
2. Set up a student volunteer program for the police department, prosecutor's office, or a victim service agency.
3. Plan and organize a thank-you day for police officers. Invite police officers to the school for a reception, lunch, class visits, etc.
4. Hold a school-wide Youth and Police conference at your school or at an elementary school. Use the Police Patrol simulation and discussion as the basis of your conference.
5. Organize a conflict resolution workshop for police and students.
6. Hold a school-wide police-community relations poster competition.
7. Arrange for school-based demonstrations of ambulances, fire engines, and patrol cars.
8. Create and perform skits and puppet shows on police-community relations for younger children.
9. Work with police to create a program to promote crime prevention. Activities might focus on helping students recognize unsafe situations, understand how to act around guns, etc. Develop a companion program for an elementary school.
10. Hold a speech contest on police-community relations. Have the three winners speak at local elementary schools.
11. With the help of the police department, develop summer recreation programs for younger children.
12. Hold a community forum, moderated by students, on police-community relations. Invite speakers with different viewpoints.

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Project Form, page 1

Part 1. Project Name:
Part 2. Team Members:
Part 3. Goals:
Part 4. Resources:
Part 5. Action Steps:

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Project Form, page 2

Part 6. Task Chart

What tasks must group members complete to do the action steps? Write the task, the person's name who is responsible for it, and the due date. (Put an X in the last column when the task is done.)

TASK	PERSON	DUE DATE	X

Part 7. Evaluation Plan:

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Name _____ Date _____

How to Fill Out the Project Form

Here are some tips on filling out the **Project Form**.

Part 1. Project Name

Invent a catchy name for your project. Use it on anything you create for the project—fliers, posters, letterhead, etc.

Part 2. Team Members

Write the names of your team members down. It's good to start thinking about the strengths and talents of each team member so you can make use of everyone on the project.

Part 3. Goals

Describe your goals. Be specific and practical. Can you achieve your goals? Goals help chart your course. If you know where you want to go, you can usually determine how to get there.

Part 4. Resources

List different individuals or organizations who might help you with your project.

Part 5. Action Steps

Your goal tells you where you're going. What steps will you take to get there? Write down the details of your plan. Explain how the project will work.

Part 6. Task Chart

Once you have decided on the steps to your plan, break down the steps into tasks. Try to think of everything that needs to be done. Then assign people jobs that they want to do and *can* do. Put someone in charge of reminding people to do their tasks. Set a deadline, or due date, for each task.

Part 7. Evaluation Plan

When your project ends, how will you know whether you have met your goals? Make a plan.

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EXTENSION LESSONS
LESSON A
Police and the Use of Force

Overview

Few issues have the potential for more controversy and the generation of negative police-community relations than those surrounding allegations of excessive force or brutality. Unfortunately, given the role of the police and the levels of violent crime in our society, the use of force is an everyday reality. For these reasons, it is important that all citizens, and young people in particular, understand the laws that govern use of force and are able to distinguish, on an informed and reasonable basis, between its legitimate and illegitimate uses.

This extension lesson focuses on the issue of police use of force in field situations. After a brief focus activity, students read and discuss a reading that describes laws and rules affecting use of force, including deadly force. Then, in a paired activity, students take the role of police officers, review guidelines, and apply them to hypothetical cases. Finally, in a debriefing discussion, students compare their responses.

Teacher Tips

This lesson can be used at any point in the *Youth and Police* sequence. It can also serve as an intervention lesson to help students understand issues raised in use-of-force cases that arise in the community or that are publicized in the press.

Objectives

Students will be able to:

- Describe a situation in which police have a legitimate need to use force.
- Distinguish between uses of non-deadly and deadly force.
- Identify the consequences faced by police officers who use excessive force.
- State and support opinions about the level of force appropriate in given hypothetical situations.

Materials and Preparation

- **Handout A1: Police and the Use of Force**—1 per student
- **Handout A2: Police Department Regulations**—1 per student
- **Handout A3: Use-of-Force Cases**—Cut out 1 case for each student pair.

Procedure

I. Focus Activity—Fact versus Fiction

A. Lead a brief discussion by asking:

- In movies and on television, what kinds of actions do police take when arresting a criminal? (Students might suggest handcuffing, fist fights, shooting, martial arts, etc.)
- Do you think these fictional incidents often happen in real police work? (Students should state and support opinions.)

B. Explain to students that, in spite of how the police are portrayed in movies and on television, much of their work is routine and does not involve the use of force. Further explain that there are strict rules about how police may use force when dealing with citizens or people suspected of committing crimes.

II. Reading and Discussion: Police Use of Force

A. Distribute and have students read **Handout A1: Police and the Use of Force**.

B. Lead a class discussion using the following questions:

1. Why do police officers sometimes have to use force when doing their jobs? (To protect themselves and others from harm or to arrest a person who resists.)
2. According to the law, what level of force can an officer use in a given situation? (An officer may use the amount of force that is reasonable and necessary in a given situation, but police departments may, as a matter of prudent training of officers, adopt more restrictive standards.)
3. Why might deciding what force is reasonable and necessary be difficult for a police officer in the field? (Excitement, darkness, and the movements of a suspect can create confusion.)

III. Paired Activity—Making Decisions About the Use of Force

A. Divide the class into pairs of students and explain that in this activity they will take the role of police officers and make decisions about the level of force to use in a particular situation.

B. Distribute **Handout A2: Police Department Regulations** to each student and review the material. Explain that students will work in pairs and each pair will receive **one** case to review. It is each pair's job to decide what to do based on the department regulations and the reading. Both students should fill out an individual report and be prepared to discuss their decision with the class. Then distribute to each pair one case from **Handout A3: Use-of-Force Cases**.

C. As students complete their assignment, create the following chart on the board:

Case #	Level of Force	Reasons
1.		
2.		
3.		
4.		

Ask all the pairs that had to decide Case #1 to join you in the front of the class. Read the case out loud to the class. Then have the first pair make its report and fill in the chart as appropriate. Continue the process until all pairs have reported. Compare the results and reasons. Repeat the process for Cases 2–4.

IV. Debriefing

A. Review and discuss each case using the following information as a guideline.

Case 1. The officers probably would be justified in using deadly force. An 11-inch kitchen knife thrown from a short range could kill or seriously injure an officer.

Case 2. The officers would be justified in using non-deadly force such as chemical weapons since physical restraint did not work and the suspect continues to resist. But since there is no immediate threat of death or serious injury to the officers (Tony is screaming, but his threat of violence is focused on the future), deadly force probably should not be used.

Case 3. Because the woman is flailing, the officers would be entitled to use a physical restraint technique for their protection and to make sure the woman does not hurt herself. Since she appears to be a victim of someone else, additional force appears to be unreasonable.

Case 4. Under the circumstances—a felony arrest, the suspect's movements and seeing a possible weapon—the officers probably entitled to use deadly force in this situation.

B. Conclude the activity with a discussion by asking:

- How did it feel to try and make these decisions?
- How much more difficult would it be to make these decisions in the field?

Name _____ Date _____

A1 page 1

Police and the Use of Force

Danger is part of police work. Sometimes officers have to deal with a person who resists arrest. Sometimes they confront a person who is armed or threatens violence. To protect themselves and others in the community, officers might have to use force to make an arrest or disarm a suspect.

Officers are trained and equipped to use force if necessary. They are trained how to take charge of a situation using verbal commands. They are also taught how to use self-defense techniques. Officers are equipped with both chemical and electronic weapons. With these, police more easily can overcome a suspect without causing great injury or risking great injury to themselves. They also carry pistols and batons, and patrol cars are often equipped with shotguns. These weapons are very dangerous and can only be used in certain circumstances.

As a general rule, police may use whatever level of force is **reasonable and necessary** to make an arrest. Shooting an unarmed person who has stolen an apple from a fruit stand would not be reasonable. Clubbing a suspect with a baton when a simple arm hold would work is not necessary.

In training programs, police officers learn how much force may be used in different cases. They practice using just enough force for each situation. Whether making an arrest, controlling a crowd, or dealing with an armed suspect, they are taught to begin with the lowest level of force necessary.

The level of force should only increase if the situation requires it. For example, if a suspect quietly goes along with arrest, the officer should use a simple pat-down search for weapons and handcuffing. But if the suspect suddenly throws a punch, a higher level of force may be required. This might require the officer use a physical-restraint hold. On the street, fear, anger, darkness, and split-second changes can make deciding what force is reasonable and necessary much more difficult.

DEADLY FORCE

In some situations, police officers have to use deadly force. Deadly force is force that poses a high risk of death or serious injury to a person. It does not matter whether death or serious injury actually results. State laws govern the use of deadly force. Some police agencies and departments have even stricter rules officers must follow when using deadly force. In general, an officer should use deadly force only if:

- The officer believes that deadly force is necessary to prevent death or great bodily injury to the officer or another person.
- The officer believes that the deadly force does not create a great risk to innocent persons.

In spite of the limits on deadly force, its use can be very controversial. This is especially true if the suspect who is killed or wounded by the police is unarmed or turns out to be innocent. By law, a suspect need not be actually armed for the police to use deadly force. Sometimes a suspect will reach inside clothing in a threatening manner or grab something the police mistake for a weapon. If the police have a reasonable and honest belief that they need to use deadly force to prevent death or serious injury to themselves or another, they are allowed to use it.

Another situation that creates controversy is when a suspect is armed with something other than a gun. This might be a knife or a screwdriver. Some people argue that in these circumstances a police officer should not shoot to kill, but only to wound in the legs or other non-vital spot. Police experts argue that such actions would put the life of officers and others in danger. They claim that trying to hit a suspect in a non-vital spot is often very risky. Darkness, rapid movements by the suspect, and the excitement of the moment all make shooting accurately very difficult. To take such a risky shot, they argue, would make it more likely that suspect could injure or kill someone or that a bystander could be hit by a stray police bullet.

If a police officer makes a mistake about the use of force, the consequences can be very serious. Police departments themselves investigate every use of deadly force. Police departments also investigate if citizens complain about the level of force used against them. If a complaint is upheld, an officer can be penalized by being demoted or even fired. In addition, if the case is serious enough, police officers can be charged with a crime. If they are put on trial and convicted, they can be punished by a fine or prison time. Finally, police officers can be sued by victims of force. If they lose in court, they and the police department can be forced to pay damages, sometimes hundreds of thousands of dollars, to the victim.

For Discussion

1. Why do police officers sometimes have to use force when doing their jobs?
2. According to the law, what level of force can an officer use in a given situation?
3. Why might deciding what force is reasonable and necessary be difficult for a police officer in the field?
4. Should police officers, or the cities that employ them, be required to pay money damages if they lose a lawsuit for using excessive force? How might such lawsuits affect the work of police officers?

Name _____ Date _____

A2

POLICE DEPARTMENT REGULATIONS

Use-of-Force Guidelines

You and your partner are police officers. The following are department guidelines for the use of force in the field. Your job is to study the rules and be prepared to use them.

The department allows four levels of force:

1. **Arrest and Handcuffing:** To be used in most situations when the suspect follows verbal commands and gives in to arrest.
2. **Physical Restraint:** A martial arts hold to be used when the suspect resists arrest, but is not armed.
3. **Non-Deadly Force:** Chemical spray or electronic weapons for use if physical restraint does not work or is impossible.
4. **Deadly Force:** Use of firearms or blows from baton above the shoulders. May only be used if the suspect poses an immediate threat of death or great bodily injury to an officer or bystander.

Rules:

- Officers must start with the least amount of force necessary.
- More force may be used only if the situation reasonably appears to require it.

SITUATION REPORT

Directions: Working with your partner: 1) Read the case assigned to you. 2) Use the *Police Department Regulations* and the *Police and the Use of Force* readings to decide what level of force should be used in the case. 3) Fill out the report and be sure to give reasons for your choice. Be ready to discuss your answers with the class.

Case Number and Name: _____

Level of Force (From Department Regulations): _____

_____

Reasons: _____

_____

_____

_____

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A3
page 1

Use-of-Force Cases

Case #1: Julia

Julia, a 39-year-old woman, had a problem with a gas company serviceman. The serviceman came to Julia's home to turn off the gas because of an unpaid bill. She attacked the serviceman and struck him several times with a shovel. He left and called the police.

When two police officers arrive at Julia's home to arrest her, Julia screams at them and throws some dishes on the floor. The noise attracts several curious neighbors to her front porch to see what is going on. While the officers talk to Julia from across the small kitchen, she suddenly picks up an 11-inch knife from the counter and prepares to throw it at them.

Case #2: Tony

Tony, a tall, thin, 17-year-old boy, is in his car speeding and swerving back and forth between lanes on the highway late one night. Two police officers stop him and ask to see his driver's license. Tony, who had obviously been drinking, becomes angry and shouts at the officers.

One of the officers, a 20-year veteran of the police force, attempts to handcuff him, but Tony pushes him away. He then slugs the other officer and retreats to the other side of the car. "I'll kill you if you come near me again," he screams.

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Case #3: Marta

Marta, a short, thin, 22-year-old woman was walking alone down a deserted street at 4 o'clock in the afternoon. Her clothing was ripped and she seemed dazed.

Two police officers who were driving by stop to she if she is all right. As they approach, Marta starts screaming. "Leave me alone! I'm sick of being hassled!" The police officers try to calm her, but she just keeps screaming and backing up. At one point she staggers and almost falls. Suddenly she starts swinging her arms at the officers.

Case #4: Andre

Six police officers were assigned the job of arresting Andre. He was a large, well-built man in his early 20s. While out on parole, he had been identified as participating in an armed robbery of a bank.

As police approach Andre's apartment in the dark, the door swings open. A large man matching Andre's description runs down the steps and across the yard. The police yell for him to stop and give chase. When the man reaches a fence, he turns toward the officers and reaches under his coat. One of the officers sees light reflecting off what a appears to be a metal object in the waist band of Andre's warm-up pants.

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LESSON B
Arrest and Search

Overview

In this lesson, students are introduced to laws that govern police officers as they conduct searches or make arrests.

First, students read and discuss a handout describing laws pertaining to arrest, requirements for a valid search, and exceptions to the warrant requirement. Then, in a paired writing activity, they take the role of teleplay writers and create scenarios illustrating legal arrests and searches.

Teacher Tips

While not required, this lesson would benefit from the participation of a lawyer or police officer as an outside resource person. If utilized, the outside resource could expand on the concepts presented and debrief the student-created arrest and search scenarios.

Objectives

Students will be able to:

- Identify the Fourth Amendment as a source of law governing arrests and searches.
- Identify and define probable cause as a requirement for arrests and most searches.
- Recognize various situations in which police officers do not need a warrant to make a search.
- Create a scenario illustrating one of the situations in which officers do not need a warrant to make a search.

Materials and Preparation

- **Handout B1: Arrests and Searches**—1 per student
- **Handout B2: Police Drama**—1 per student
- **Handout B3: Story Lines**—Cut 1 section for each pair of students.
- **Handout B4: Sample**—1 per student (optional)

Procedure

I. Focus Discussion—Privacy

A. Conduct a class discussion using the following questions:

- How would you feel if the principal made all students in the class empty their pockets, purses, and backpacks onto their desks and searched through all of the items? (Students might respond with anger, it's not fair, it would be embarrassing, etc.)
- Why would you feel that way? (Continue questioning until students identify the desire for privacy as a cause.)

B. Explain to students that our society puts a value on individual privacy and that we have rules and laws to protect it. Explain that is why police officers must follow certain rules about privacy even when they are dealing with people suspected of committing crimes.

II. Reading and Discussion—Arrests and Searches

A. Distribute and have students read **Handout B1: Arrests and Searches**.

B. Lead a class discussion on the reading using the following questions:

1. What does the Fourth Amendment say about arrests and searches? (It forbids unreasonable searches and seizure and requires probable cause for both.)
2. Why must police officers be careful about following the rules about arrests and searches? What can happen if they don't? (Judges can declare the arrest illegal and items seized from a search can be excluded from evidence.)
3. What is probable cause? Why is it important to both arrests and searches? (Probable cause is a strong belief based on evidence that a person is guilty of a crime or that items are connected to criminal activity. It is required to get a warrant or make searches and seizures.)
4. What is a search warrant? What must it contain? (It is a document provided by a judge that is based on probable cause and describes the place to be searched and the items to be seized.)
5. When don't police officers need to get a search warrant? What are some examples? (The recognized exceptions to the warrant requirement include consent, plain view, emergency, hot pursuit, stop-and-frisk, motor vehicle, and searches during arrest.)
6. What is the exclusionary rule? It is a good way to protect citizen rights? Why or why not? (The judge-made rule excludes evidence gathered in violation of the Fourth Amendment from use in criminal trials. Students should be encouraged to state and support their opinions about the rule.)

III. Writing Activity—Police Drama

A. Divide the class into pairs of students. Distribute **Handout B2: Police Drama** to each student. Then review the activity by explaining that working in pairs students will get a chance to use their creativity in applying what they have learned about arrests and search and seizure. Review the instructions and answer any questions.

B. Distribute one section of **Handout B3: Story Lines** to each pair of students. Explain that each pair must incorporate the assigned topic into their stories. Encourage students, as they develop their pieces, to refer to **Handout B1**.

C. If desired, share **Handout B4: Sample** with the students for a guide in developing their stories.

D. When students have completed the assignment, call on pairs one at a time to make a presentation of their story--one student taking the narrator part, the other the story line part. When each is finished, lead a brief discussion using the following questions:

- Was this story realistic and accurate? Why or why not? (Students should be encouraged to state and support opinions.)
- Would this story line make a good scene in "Police Drama"? Why or why not? (Students should be encouraged to critique the piece in terms of plot, setting, and characterization.)

Additional Activity

Consider having students further develop some of the characters and/or situations to create an actual script for "Police Drama." Students could take the various roles and produce their own show with costumes, props, etc. If desirable, these scenes could be videotaped and shared with other classes or police officers.

Name _____ Date _____

B1 page 1

Arrests and Searches

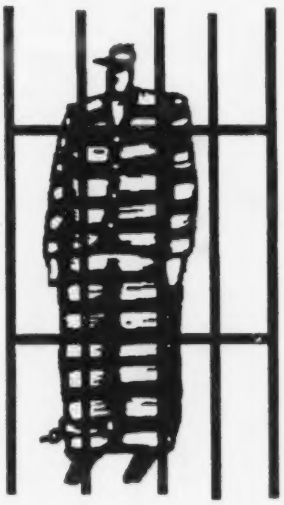
Making arrests and searching for evidence of crime are two important parts of police work. It may surprise you to know that both are controlled by the Fourth Amendment of the U.S. Constitution. The amendment covers "searches and seizures." A seizure can be an arrest or the seizure of property. The amendment forbids unreasonable arrests and searches and requires that police officers have good reasons, and sometimes a formal warrant, before making them.

Breaking these rules can have serious consequences. An arrest may not be valid and a suspect could go free. Evidence of a crime could be thrown out of court and conviction for a crime could be overturned.

MAKING AN ARREST

An arrest means taking a suspect into custody to be held for trial. This does not mean the person is guilty or not guilty. That is decided by a judge or jury at a criminal trial. To put someone under arrest, an officer must actually restrain the suspect. This usually involves the use of handcuffs or placing the suspect in an enclosed space, such as the back of a police car.

A police officer may make an arrest with or without an arrest warrant. A police officer gets a warrant from a judge after filing a complaint. The complaint explains why the person is being arrested. It also shows that the police officer has **probable cause** for the arrest. Probable cause means that the officer has strong reasons for believing that the suspect committed a crime. A police officer making an arrest without a warrant must also have probable cause for believing the person arrested actually committed the crime.



It is against the law for a person to resist a lawful arrest. Fighting with an officer or trying to run away can make things worse. It can also bring additional criminal charges. A police officer has the right to use force if someone resists arrest. For these reasons, it is always better to give in to an arrest, even if a mistake has been made. Officers who do not have probable cause sometimes can be charged for making a false arrest.

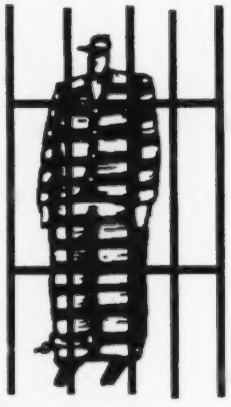
An officer can stop and question a person, and sometimes even make a quick search for weapons, without actually making an arrest. To do so, the officer must have reasonable suspicion that the person may be involved in criminal activity.

MAKING SEARCHES

Another important part of police work involves making searches. Searches can turn up illegal goods, such as drugs, weapons used in a crime, stolen property, or other physical evidence. All of these things can be used as evidence in a criminal trial.

But just as with arrests, an officer must follow certain rules when making a search or seizing evidence. According to the Fourth Amendment, searches and seizures cannot be "unreasonable." Like arrests, they require probable cause.

As a general rule, police officers must get a warrant to search. To get one, the officers must show that there is probable cause that the items being searched for are connected to a crime. For example, suppose officers have witnesses who claim they saw Peter break into several cars to steal stereos. They might take the information to a judge and ask for a warrant to search Peter's house and garage for the stolen items. The warrant must describe what kinds of things are being searched for and exactly where the search will take place. The warrant also puts time limits on when the search can be conducted.



The U.S. Supreme Court has ruled that officers do not always need a warrant to make a search. In fact, today most searches take place without a warrant. Even without a warrant, officers usually need probable cause to make a search. Here are some examples of when a warrant is not required.

Consent. A person agrees to let officers make a search. For example, an officer asks a person to search his car. If the person allows the search, no warrant is required.

Plain view. An item in plain view of officers or the public can be seized without a warrant. For example, the officers see marijuana plants growing in someone's yard. They can seize the plants without getting a warrant.

Emergency. The police may search to prevent injuries or death. For example, acting on a phone tip, officers might search a house for a drug lab using explosive materials.

Hot pursuit. If the police are chasing a suspect of a crime who runs into a house, they do not have to stop and get a warrant. They can force their way into the house to make an arrest.

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Stop-and-Frisk. If the police reasonably believe that a person on the street might be connected with criminal activity, they can stop the person and ask questions. If they reasonably believe the person might be armed, they can pat down the outer clothing and seize any weapons found.

Motor Vehicles. The police may search a car without a warrant if they have probable cause to believe that it contains illegal materials such as drugs or stolen goods.

Searches During Arrest. An officer may search an arrested person and the area around him or her. The search may be for concealed weapons or to prevent evidence from being destroyed.

THE EXCLUSIONARY RULE

If police officers seize evidence in violation of the Fourth Amendment, there can be serious consequences. This is because of a judge-made rule called the **exclusionary rule**. This rule holds that if evidence is taken in violation of the Fourth Amendment, it cannot be used as evidence in a criminal trial. For example, imagine that Jamie stole a watch and hid it in his house. The police enter the house when a warrant is required and find the watch. Even if Jamie stole the watch, he might go free because the evidence of the watch cannot be used against him.

Some people think the exclusionary rule is unfair, because a guilty person can go free because of it. They believe there are other ways to make sure police follow the rules, such as filing lawsuits against officers who act unlawfully. Others believe the exclusionary rule is the best way to protect citizens' rights. They believe that police officers will not violate the Fourth Amendment if they know any evidence they seize cannot be used in court. While this debate goes on, the exclusionary rule is still the law of the land.

For Discussion

1. What does the Fourth Amendment say about arrests and searches?
2. Why must police officers be careful about following the rules about arrests and searches? What can happen if they don't?
3. What is probable cause? Why is it important to both arrests and searches?
4. What is a search warrant? What must it contain?
5. When don't police officers need to get a search warrant? What are some examples?
6. What is the exclusionary rule? Is it a good way to protect citizen rights? Why or why not?

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B2 Police Drama

Imagine that you have been hired as script writers for a hit, new television show called "Police Drama." The show tells about the everyday lives of two police officers on the streets. It is your job to create a one-page story line for an episode. To write your story line, follow these steps.

Step 1. Write a one paragraph introduction for a narrator. The introduction should describe the two police characters, where they work, and what assignment they have. This might be investigating a burglary, patrolling traffic, or working on a drug bust.

Step 2. Create a story line about the situation you are assigned. Describe the police characters making a legal search and an arrest without a warrant. Be sure to describe how the officers got probable cause to arrest or make the search.

Step 3. Write a one paragraph ending for the narrator telling why the arrest and search were valid.

Step 4. When you have completed the writing, prepare to present your story to the class. One of you will read the narrator parts and one will read the story-line part.

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B3 Story Lines

A. A story about police officers making a consent search.

B. A story about police officers making a plain view search.

C. A story about police officers making an emergency search.

D. A story about police officers making a hot pursuit search.

E. A story about police officers making a stop-and-frisk search.

F. A story about police officers making a motor vehicle search.

G. A story about police officers making a search during an arrest.

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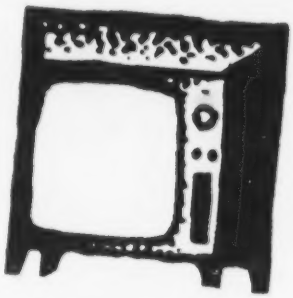
B4 Optional

SAMPLE



Narrator: Casey and Sam were police officers assigned to traffic patrol in Big City. They worked the night shift. One holiday, the desk sergeant told them to be extra alert for drunk drivers.

Story Line: Casey and Sam were cruising down the strip. Suddenly, they saw a car weaving in and out of traffic and going too fast. They put on their red lights and the car pulled over. Inside was a driver and one passenger. Sam took a spot to the rear of the car; Casey approached the driver's door. As Casey approached, she smelled marijuana smoke. The officers instructed both suspects to exit the car. Sam searched the area around the front seat of the car. He found a bag of marijuana stuck into an area next to the driver's seat. Casey searched the passenger and found a handgun in his coat pocket. Casey and Sam handcuffed and arrested the two men.

Narrator. The officers had probable cause to stop the car because it was speeding. They had probable cause to search the car because Casey smelled marijuana. They had the right to search the car without a warrant because of the motor vehicle exception. They had the right to frisk the passenger without a warrant because they were searching him during an arrest. The officers had probable cause to arrest them for possession of drugs and a concealed weapon.

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LESSON C
The *Miranda* Rule

Overview

Thanks to television and movie dramas, most people have some recognition that police officers are required to give arrestees information about their basic rights. This extension lesson will provide students with a deeper knowledge about the origins, rationale, and exceptions to the so-called *Miranda* rights.

In this lesson, students will read and discuss a reading about the *Miranda* rights. Then, taking the role of police officers in training, they will apply what they have learned by answering questions about realistic police field situations.

Teacher Tips

While not essential, this lesson lends itself to the use of a lawyer as an outside resource expert. If utilized, the lawyer could give an expanded explanation of the rights involved, answer student questions, and help debrief the activity.

Objectives

Students will be able to:

- Identify the Fifth and Sixth amendments to the Constitution as a source of citizen rights.
- Identify the rights guaranteed under the *Miranda* ruling.
- State and support an opinion about whether the *Miranda* rule applies to a given situation.

Materials and Preparation

- **Handout C1: The *Miranda* Rule**—1 per student
- **Handout C2: At the Academy**—1 per student

Procedure

I. Focus Discussion—Police Officers and Citizen Rights

A. Lead a brief discussion using the following question:

- From watching television or movies, what are some things police officers do when arresting a person? (List on the board the items students recall. Students might mention putting on handcuffs, calling for backup, searching for weapons, etc.)

  If someone hasn't already said it, mention that another thing officers must do is to "read the person his or her rights."

B. Explain that in this lesson, students are going to learn more about the rights of a criminal suspect and that they are going to apply what they learn to the kinds of situations police officers face in the field.

II. Reading and Discussion—The *Miranda* Rule

A. Distribute and have students read **Handout C1: The *Miranda* Rule**.

B. Lead a class discussion using the following questions:

1. Where do our rights come from? What are some examples? (Students should recall that they are found in the Constitution and Bill of Rights. Accept appropriate examples.)

2. What is the *Miranda* rule? What does it require? (The rule requires officer to give suspects in custody certain warnings before they are interrogated. The warnings are that: suspects have the right to remain silent, anything they say will be held against them, they have a right to an attorney, and if they request an attorney, but can't afford one, one will be appointed. Review the specific rights in the reading if necessary.)

3. What happens if police officers fail to give the *Miranda* warnings when they are supposed to? (The statements made by suspects may not be used as evidence in a subsequent criminal trial.)

4. What is custody? Why is it important? (It occurs when a police officer substantially deprives a suspect of his or her freedom. It does not involve minimal restrictions such as car pull-overs or stop-and-frisks. It is important because it triggers the need for the *Miranda* warnings.)

5. What is one exception to the *Miranda* rule? (It does not apply when police questions are prompted by a reasonable concern for public safety.)

III. Class Activity—At the Academy

A. Explain to students that in this activity they are going to take the role of police trainees to apply what they have learned about the *Miranda* warnings to real-life situations. Divide the class into pairs of students.

B. Distribute and have each student read **Handout C2: At the Academy**. Review the instructions and discuss any questions they might have.

C. As students complete the assignment write the following chart on the board:

	Yes	No	Reasons
A.			
B.			
C.			

D. When students have completed the assignment, ask all of the pairs the following question:

- Were you required to have given him the *Miranda* warnings in Situation A? Why or why not? (Poll the groups and record the number of "yes" and "no" answers on the board.)

Then call on one of the pairs who voted "no" to explain its answer. Continue the process until students explain that this case does not require the warning because the police did not have the suspect in custody as the person's freedom was not substantially taken away.

E. Repeat the process with Situations B and C. (Situation B is YES. The suspect should have been given the warnings because she was clearly in custody. Situation C is NO. This case would fall under the public safety exception. When officer questions are prompted by the concern for public safety, the *Miranda* rule does not apply.)

Name _____ Date _____

C1 page 1

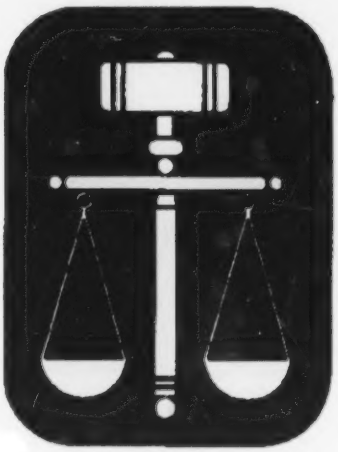
The *Miranda* Rule

In doing their jobs, police officers are required to follow certain rules. Some of these rules are designed to protect people's rights and are based on the U.S. Constitution. For example, part of the Fifth Amendment to the Constitution says "[no] person ... shall be compelled in any criminal case to be a witness against himself. ..."

This means that police cannot force you to answer questions about a crime they think you committed. In other words, if you don't want to talk, the police may not legally make you talk.

The Sixth Amendment to the U.S. Constitution gives people another important right. Among other things, it says that a person accused of a serious crime has a right "to have the Assistance of Counsel." This means that a person should be able to have a lawyer help with the defense of a criminal case. It also requires a lawyer be paid for by the state in serious cases, if the suspect cannot afford one.

These and other rights are found in the Constitution. It is the job of the Supreme Court to decide what they mean and how they are to be applied. In 1966, in the famous case of ***Miranda v. Arizona***, the court did just that.



In that case, police thought Ernesto Miranda had committed crimes. They arrested him at his home and took him to a police station. A witness identified him. Then two detectives took him into a special room. After two hours of asking him questions, Miranda signed a written confession. Since his statement was voluntary, it could be used as evidence against him.

At his trial, Miranda was convicted of kidnapping and rape. He was sentenced to 20 to 30 years in prison. But he had never been told of his right not to talk to the police. He had never been told of his right to a lawyer.

When the Supreme Court heard this case, it changed the law about suspect's statements. It decided that when suspects are in custody, the police have a duty to clearly tell them about their rights. This must happen before any questioning begins. These are called the *Miranda* rights. Police officers must warn suspects that:

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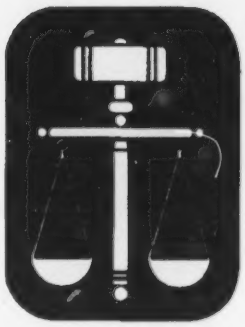
- they have the right to remain silent;
- anything they say may be used against them in court;
- they have a right to a lawyer; and
- if they want a lawyer but can't afford one, the court will appoint one before any questioning.

Also, after giving a suspect these warnings, the police cannot go on asking questions. They can only ask questions when a suspect "knowingly and intelligently" gives up his or her rights. That is, suspects must completely understand their rights before they can give them up.

The court also made another important decision in the case. It ruled about what would happen if police officers failed to give *Miranda* warnings when they were supposed to. The court decided that if warnings were not given, nothing the suspect said could be used as evidence in a later trial.

The Supreme Court gave a number of reasons for its decision. The court believed that police questioning of suspects in the station house put too much pressure on suspects to say what the police wanted them to say. It felt that the only way to prevent this was to make sure suspects knew their rights.

Not everybody agreed that the court's decision in *Miranda* was a good one. Some argued that a suspect's statements should be used if they were "voluntary," even if the *Miranda* warning had not been given. This way, they argued, it was up to the defendant to decide whether or not to talk.



AFTER *MIRANDA*

Miranda requires the police to read suspects **in custody** their rights. They must do this before any **interrogation**, or questioning. Police do not need to give the warnings if suspects are not in custody or not being interrogated. The court has defined what "in custody" and "interrogation" mean.

To be in custody, a person's freedom must be taken away to a large extent. The court has held that most people stopped briefly by police are not in custody, because they will soon be on their way. Routine traffic stops and even stop-and-frisks do not normally require *Miranda* warnings. In these cases, officers can ask questions without giving the warnings. For example:

Imagine that an officer pulls over a car for weaving in and out of lanes. The officer could ask the driver for a name and driver's license, where the person is going, and if the person had been drinking. Now suppose the officer asks the driver to step out of the car. She makes the driver stand to the side while she checks the vehicle registration. The officer still does not need to give the warnings. But, if the officer

arrests the person for drunken driving or takes the person into custody, the warnings should be given.

In *Rhode Island v. Innis* (1980), the high court more clearly defined interrogation. It is the "words or actions on the part of police officers" that would get suspects to say something.

In this case, police officers talked to each other as they drove the suspect to the police station. One said that it would be too bad if children at a nearby school for the handicapped found the shotgun. (This was the gun that Innis had supposedly used in a crime.) Innis had already asked for a lawyer after hearing his *Miranda* rights. But he spoke up anyway and showed the officers to the gun. This became a major piece of evidence in his later conviction for robbery and murder. The court ruled that the officers' remarks did not amount to interrogation. Because of this, his rights were not violated.

In 1984 in *New York v. Quarles*, the Supreme Court decided that *Miranda* did not apply to all cases. In that case, police chased a rape suspect through a supermarket. Finally catching and handcuffing him, they found he had an empty shoulder holster. An officer asked him where the gun was. Nodding toward some empty boxes, the suspect said, "The gun is over there." The police found a loaded .38 caliber handgun. Since the suspect had not been given any *Miranda* warnings, his statement and perhaps the gun would have been kept out of evidence. But the court created a **public safety exception** to *Miranda*. It ruled that police do not have to give *Miranda* warnings when their questions are "reasonably prompted by a concern for the public safety." The loaded gun in the store could have been a danger to public safety. Therefore, the court ruled that the evidence could be used at trial.

For Discussion

1. Where do our rights come from? What are some examples?
2. What is the *Miranda* rule? What does it require?
3. What happens if police officers fail to give the *Miranda* warnings when they are supposed to? Is this fair? Why or why not?
4. What is custody? Why is it important?
5. What is one exception to the *Miranda* rule?

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C2 page 1

At the Academy

Police officers go through a lot of training to do their work. Many cities have their own academies to train their officers. Part of the training is to learn about rules for protecting citizen rights. This might include how to make an arrest, conduct a valid search, or question suspects.

Imagine that you and your partner are at the academy. You have just learned about the *Miranda* rule. Now you must prove that you understand it and can apply it to real-life situations in the field. It is your job to read and think about the following situations and answer the questions that follow each one.

A. You and your partner approach a man on the street. He matches the description of a man who robbed a bank with a gun two blocks away. You stop him and conduct a brief search to see if he is armed. You ask him a couple of questions. In a few minutes, you decide that he is not a suspect and let him go.

Were you required to have given him his *Miranda* warnings? YES NO (Circle one.) Why or why not?

_____

_____

_____

_____

B. You and your partner are sent out to arrest a woman accused of murder. You go to her house and she comes to the door. You serve the arrest warrant and place her in handcuffs. In the patrol car on the way to the station, you ask her if she did it. She confesses.

Were you required to have given her the *Miranda* warnings? YES NO (Circle one.) Why or why not?

_____

_____

_____

_____

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C. You and your partner are investigating a bomb threat at a local high school. Two students tell you that a boy named James told them that he was bragging about planting a pipe bomb. You find James and take him into custody. You give him his *Miranda* rights and he refuses to talk. As you walk down the hall your partner says,"I hope the bomb is not in one of these lockers. Somebody could get killed." James says,"I put the bomb in Locker # 1550."

Could James' statement be used against him in a criminal trial? YES NO (Circle one.) Why or why not?

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LESSON D
Police Commission

Overview

Because police enforce the laws, it is sometimes difficult for students to understand that police are themselves subject to various governing bodies. In this lesson, students examine the ways in which police are governed, with a special focus on the role of the police commission.

First, in a reading and discussion, students examine the role of rules and structures for administrating police procedures. Then in a role play, they take the role of police commissioners to decide whether or not to adopt proposed policies.

Teacher Tips

In this lesson students discuss some potentially controversial issues including proposals for a juvenile curfew, enforcement of immigration laws, and forced proning of suspects. It might be helpful to inform them that these issues are being discussed in various cities and regions. If students are not practiced in this kind of learning activity, it is suggested that the teacher review certain ground rules for such discussions. These include speaking one at a time, no interrupting, no raised voices, careful listening, no personal attacks, etc.

Materials and Preparation

- **Handout D1: Police Commission**—1 per student
- **Handout D2: The Police Commission Decides**—1 per student
- **Handout D3: Police Commission Proposals**—Cut 1 segment for each of the 6 groups.

Objectives

Students will be able to:

- Identify police departments and police commissions as sources of rules and procedures for governing the police.
- Describe the function of a police commission.
- Evaluate a proposed policy for governing police work.
- State and support an opinion about a proposed policy.

Procedure

I. Focus Discussion—The Source of Rules

A. Lead a brief class discussion using the following question:

- Where do school rules come from? (Students might suggest student council, the principal, teachers, etc.)

B. Explain to students that in addition to the sources they listed, many different governing bodies create rules and procedures that schools must follow. Then provide the following examples: state legislature-state education code; the state department of education; the school board; the district; etc. Conclude by explaining that just as administrators, teachers, and students must follow certain rules and procedures, so must police officers.

II. Reading and Discussion—Police Commission

A. Distribute and have students read **Handout D1: Police Commission**.

B. Lead a class discussion using the following questions:

1. Who makes the laws and rules that police officers must follow? (From the reading, students should recall the various sources including the Constitution, state legislation, the police department, and the police commission.)

2. What is a police commission? What is it supposed to do? (A police commission is a governing board for the police department. It sets policies and procedures for the police to follow.)

III. Simulation: The Police Commission Decides

A. Distribute and have students read **Handout D2: The Police Commission Decides**. Review the handout and answer any questions students might have about the activity.

B. Divide the class into six groups making sure that each group has an uneven number of students. Distribute Proposals A, B, and C from **Handout D3: Police Commission Proposals** so that two groups are considering each proposal.

C. As the groups complete their assignments, write the following chart on the board:

	1.	2.
A.		
B.		
C.		

D. Call on the groups one at time to report their findings starting with those assigned proposal A. Begin by having one student read the proposal. Then fill in the chart with the recommendations. After each pair has reported, ask:

- Do you agree or disagree with these recommendations? Why? (Students should be encouraged to state and support opinions.)

If neither group made a recommendation for adopting the proposal, ask:

- What changes might be made to this proposal to make it acceptable? (Students should be encouraged to share ideas for modifications.)

E. Continue the process for proposals B and C. When all groups have reported, debrief the activity using the following questions:

- What issues came up as you were trying to make a decision about the proposal? Explain.
- How could these issues be resolved?

Name _____ Date _____

D1

Police Commission

In our everyday lives, everybody must follow rules. There are rules at home and rules at school. Everyone must obey local, state, and federal laws. But have you ever wondered who makes the rules that the police must follow?

As we have found out, some of the rules that govern police work can be traced to the U.S. Constitution and its Bill of Rights. There are also state laws that tell police officers what they can and cannot do. But many of the things that police do are governed by rules made by police departments and by city and county government.

Some of these rules are very important. They guide what police officers do on the streets while enforcing the law. They can guide how police officers treat the public and how much force to use in certain situations. They also govern how much police officers are paid, how much vacation they get, and how they are disciplined if they don't follow the rules.

A typical police department has a chief of police. He or she is in charge of the department and is responsible for seeing that the officers do good work and follow the rules. The police chief reports to city government. This could be the mayor, the city council, or a police commission.

Many cities have a police commission. This is like a board of directors of a company or a school board. Its job is to make decisions about what rules the police will follow. It also watches over complaints made about the police department by citizens. The members of the board are usually successful citizens themselves and are appointed by the mayor. On most commissions, the members do not even get paid. Instead, they donate their time to help represent the public.

Many important decisions come before the police commission. Sometimes, it has to deal with problems. For example, people in one area of the city might believe that they do not get enough police protection. Other times, a police commission is asked to come up with solutions to problems. For example, a proposal might be made to hire more officers that speak a certain language so that a particular community can better communicate with the department.

The most important jobs of a commission are to improve service to the public, reduce crime, and build support for law enforcement throughout the city.

For Discussion

1. Who makes the laws and rules that police officers must follow?
2. What is a police commission? What is it supposed to do?

Name _____ Date _____

D2 The Police Commission Decides

Congratulations! You have been appointed by the mayor to serve on the city police commission. You and your fellow members must make an important decision about a proposal to improve law enforcement in the city. To accomplish this task, complete the following steps:

Step 1. Choose a **president** and a **vice president**. The vice president will lead the commission session and the president will report your findings.

Step 2. Carefully read your Police Commission Proposal. It tells about a problem the city is facing and a proposed plan for addressing it. It will be your job to decide whether or not to approve the plan.

Step 3. Think about whether this plan is a good or bad idea. As a commission, answer these questions:

- What good things might happen if this plan goes through?
- What bad things might happen if this plan goes through?
- How might this plan affect various groups including the police, young people, business owners, and ethnic communities?
- Do the good things about this plan outweigh the bad things? Why or why not?
- Should this plan be approved? Why or why not?

Step 4. After discussion, take a vote on whether to approve or not approve the plan. Majority wins.

Step 5. As a group, fill out the following order and be prepared to share it with the class.

By Order of the Police Commission

We, the Police Commission, approve/disapprove Plan _____ for the following reasons:

1. _____

2. _____

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D3 Police Commission Proposals

Proposal A: Proning

The Problem: Many young people, especially in minority communities, complain about the practice of proning. When making traffic stops, police officers can make everyone in a car lie on the ground with their arms spread out. The police claim that this is necessary for officer safety. Young people complain that it is not necessary and is disrespectful.

The Plan: The police should stop proning unless they have a good reason to believe that the people in the car are armed or have committed a serious crime.

Proposal B: Enforcement of Immigration Laws

The Problem: Police do not arrest undocumented people unless they commit a crime. Some people want to discourage illegal immigration by having the police actively investigate and enforce immigration laws. They argue that federal enforcement of the laws is not working. Some people in various ethnic communities are afraid that police, in enforcing such laws, will harass people because of how they look or how they speak. Others believe that local police should not enforce national immigration laws because the federal government has the constitutional power and responsibility to do so.

The Plan: The police should take an active role in investigating and enforcing immigration laws, including making arrests if violations are found.

Proposal C: Curfew

The Problem: Many people are concerned about violent crimes committed by young people in the city. They are also concerned about young people getting shot and killed in gang violence. They think it is a good idea to make sure that young people are off the street after dark, when most crime and violence take place. Young people do not think it is fair to blame them for all the crime and violence. They also think it is unfair to make all youth suffer for the violent actions of a few.

The Plan: The police should enforce a city-wide curfew for all children under 17. On weeknights, they have to be off the streets by 9 p.m. On weekends, by 10 p.m. For one violation, children can be required to do 20 hours of community service. Additional violations can mean loss of driving privileges and fines. Parents can be fined $500 after one violation.

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LESSON E
Policing the Police

Overview

In this lesson, students focus on issues of police discipline. First, in a reading and discussion, students learn about the processes many police departments use to investigate citizen complaints about misconduct and to discipline officers. Then, in a simulation, students take the role of members of a police board of rights to make decisions about a hypothetical case.

Teacher Tips

Many citizens and young people alike have little knowledge about the processes used to handle complaints about officer conduct or internal methods used for conducting officer discipline. As a result, some come to believe that the police have a free reign on the streets and that there are few options for citizens who believe that they are victims of police misconduct. This lesson is designed to demonstrate the options open to citizens and the consequences faced by officers who are found responsible for misconduct.

Objectives

Students will be able to:

- Identify various options open to citizens for correcting incidents of police misconduct.
- Describe key processes in the police internal discipline system.
- State and support opinions about the disposition of discipline in a given hypothetical case.

Materials and Preparation

- **Handout E1: Policing the Police**—1 per student
- **Handout E2: Internal Affairs Report**—1 per student
- **Handout E3: The Board of Rights**—1 per student

Procedure

I. Focus Discussion—Police Misconduct

A. Lead a brief class discussion using the following questions:

- From watching the news, can anyone think of an example of the police being accused of doing something wrong? What was it? (Students should be encouraged to provide examples.)
- What happens to police officers who break the law or do something wrong? (Students might say that they can be arrested or lose their jobs, etc.)

B. Explain to students that in this lesson they will find out about the options for citizens who have complaints about the police and what happens to officers who are accused of wrongdoing.

II. Reading and Discussion—Policing the Police

A. Distribute and have students read **Handout E1: Policing the Police**.

B. Lead a class discussion of the reading using the following questions:

1. What is the division of internal affairs? What does it do? (It is a group of police officers assigned to investigate cases of police misconduct.)
2. What is the board of rights? What does it do? (A board of rights is made up of senior police officers with the task of determining whether an officer was guilty of misconduct and what penalties to impose.)
3. What can happen to an officer found guilty of serious misconduct? (On an internal level, officers face warnings, suspension without pay, demotion, and removal from the force. Criminal charges can also be filed and, if convicted, officers can face fines or prison time.)
4. What can citizens do if they believe police officers have done something wrong? (File complaints with the police department, refer the matter to the district attorney, or file lawsuits in civil court.)

III. Simulation—Board of Rights

A. Explain to students that in this activity they are going to take the role of members of a police department board of rights and make a decision about an issue of police misconduct. Remind students about the example given in the **Policing the Police** reading about the homeowner who complained that a police officer shoved her against the wall and broke some valuable property. Explain that now they will find out what the internal affairs investigation revealed.

B. Distribute and have students read **Handout E2: Internal Affairs Report**. Use the following question to check student comprehension:

- Who can summarize the internal affairs report? (Continue questioning until students recall the important facts.)

C. Divide the class into groups of three or five. Distribute **Handout E3: The Board of Rights** to each student and review the tasks it describes.

D. As students complete the assignment, write the following chart on the board:

Group#	YES	NO	Reasons	A.	B.	C.
1.						
2.						
3.						
4.						

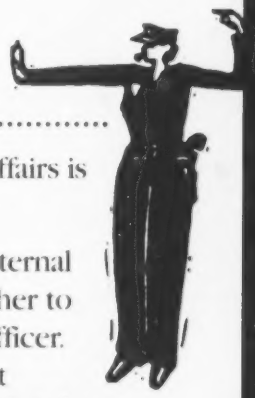
E. Referring to the **Handout E3: Board of Rights Report**, call on the groups to answer the questions. Record their responses to the Yes/No and A, B, C items using hash marks. Call on representative groups to provide reasons.

F. Conclude the activity by asking the following questions:

- Is the board of rights process a good way to make decisions about police misconduct? What would make the process better?
- If you were a police officer accused of misconduct, do you think your rights would be protected using this method?

Name _____ Date _____

E1 Policing the Police



Have you ever wondered what happens to a police officer if he or she breaks the law? For example, what happens if a police officer uses too much force, steals a suspect's property, or takes money to let somebody off?

Although the vast majority of police officers are honest and do a good job, officers are sometimes accused of wrongdoing. Imagine that Officer Joe Keane was conducting a search of a house looking for stolen goods. No stolen goods were found, but the homeowner, Mrs. Utley, claims that the officer broke some valuable vases and shoved her against the wall causing her a head injury. How are such cases handled?

First, the homeowner would file a complaint with the police department. Complaint forms can be found at each police station. Once the complaint is filed, it is given to a special group of police officers that investigates citizen complaints. This group is often called the **division of internal affairs**. Its job is to talk to witnesses and gather evidence if charges of police misconduct are made.

The work of internal affairs is reviewed by the office of the **inspector general**. This group keeps track of all complaints filed against police officers. It also checks to make sure that internal affairs is doing a good job.

After the investigation, internal affairs must decide whether to file charges against the officer. If it does, the officer must appear before a **board of rights**. It is the job of this group of senior police officers to decide whether the charges are true. If the board of rights decides the charges are true, it must also decide what penalty to impose. Penalties include demotion in rank, suspension, and loss of pay. In some cases, the officer can be fired. The findings of the board of rights are sent to the chief of police. It is the chief's job to review the final decision.

In serious cases, an officer can also face criminal charges. This is decided by the district attorney. If charges are filed, an officer must stand criminal trial. If found guilty, the officer could be fined or be sent to prison.

The person injured by police misconduct can also decide to file a lawsuit against the officer and the city. In such a case, there is often a civil trial to find out if the city must pay money to the victim. Every year, cities around the country pay damages to victims of police misconduct.

For Discussion

1. What is the division of internal affairs? What does it do?
2. What is the board of rights? What does it do?
3. What can happen to an officer found guilty of serious misconduct?
4. What can citizens do if they believe police officers have done something wrong?

Name _____ Date _____

E2

Internal Affairs Report

POLICE DEPARTMENT

TO: Police Department Board of Rights

FROM: Division of Internal Affairs

SUBJECT: Officer Joe Keane Investigation–
Case # IA 20954

The following is the report of our investigation into the complaint filed against Officer Joe Keane. In conducting our investigation, we talked to the officer. We also talked to Mrs. Utley, the homeowner. Finally, we talked to two other people who lived in the house and two neighbors.

We found no additional evidence to support Mrs. Utley's claim that the officer touched or shoved her. This conclusion was based on the statements of two occupants of the house who were present in the house at all times during the search. Both said that the homeowner was very upset and screamed at the officer. They also said that the officer never came within five feet of the her. Another neighbor overheard Mrs. Utley claim that she was "going to get" the officer for searching her house.

We did find evidence that Officer Keane broke a vase. The officer claims he accidentally knocked it off a table as he was leaving. One of the occupants supports the officer's account. One of the occupants and Mrs. Utley said he was angry and did it on purpose. The neighbor did not see the incident. We were also able to find out the value of the vase. It cost about six dollars.

Name _____ Date _____

E3
page 1

The Board of Rights

As a senior police officer, you have been appointed as a member of the board of rights. It is your job to decide the case against Officer Keane.

You have read the Internal Affairs Report. You have also conducted a hearing on the matter. At the hearing, Officer Keane denied any misconduct. Officer Keane also had an advocate, a person who takes his side at the hearing. The advocate said that, based on the record, there was no misconduct. And even if the vase was broken, Officer Keane should not be penalized because he did not do it on purpose.

According to department rules, Officer Keane will not be guilty of misconduct unless he broke the vase on purpose or was very careless.

To make your decision, follow these steps.

Step 1. Reread the Internal Affairs report.

Step 2. As a board, fill out the **Board of Rights Report**. Discuss each of its questions. Then take a vote on each one, majority wins. Write down one reason for each of your findings. Be prepared to discuss your findings with the class.

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Board of Rights Report

FINDINGS

1. Did the officer shove Mrs. Utley against the wall causing injuries?
   YES NO

   Reason for your finding:

   _____

   _____

   _____

   _____

2. If you find misconduct, decide on which penalty is fair (circle one):

   A. Warning to be put in officer's file.

   B. Suspension without pay for _____ days.

   C. Discharge from department.

3. Did the officer break the vase on purpose or as a result of being very careless?

   YES NO

   Reason for your finding:

   _____

   _____

   _____

   _____

4. If you find misconduct, decide on which penalty is fair (circle one):

   A. Warning to be put in officer's file.

   B. Suspension without pay for _____ days.

   C. Removal from department.

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